INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2023

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: 2   **Area of Study:** Creative Arts, Humanities, and Communication   **Program:** French   **Current Academic Year:** 2022-2023

Last Academic Year CPPR Completed: 2017-2018   **Current Date:** 3/1/2023

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I.   Describe how this program review was conducted, including how all program members were involved in the planning process.

There is only one French teacher at Cuesta College at this time. The current program follows the general information and program outcomes that were established in 2016. Some changes have been made since that time, but they are minimal in reference to the actual content of the curricular program.

II.   **GENERAL PROGRAM INFORMATION**

   A. Program Mission

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

   B. Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

Since the last CPR report, the French division has been reduced to one teacher instead of three. The other two instructors have retired, but the number of students enrolled in the French courses has also declined throughout the last three years. We currently offer one French 201/110 course during the daytime in the Fall semester and one French 202/120 course, also during the daytime, in the Spring semester. When the last report was submitted, we did have one evening course, but this is no longer the case.

1 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 C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 6, 2023

C. List all current full-time and part-time faculty in the program.

Marshall Johnson is the only French instructor in the Cuesta College foreign language division. He is, and has been, a part-time instructor at Cuesta College since 2006.

III. **PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

Although the number of enrolled students in the French courses is less than in the past, the students who do register for these courses are very much interested in their desire to learn French. Their reasons vary, but the students also come from a diversity of backgrounds. Many students are related to family members who were either born in a French-speaking country, or who speak French. Some students also were born in a French-speaking country (Martinique, Belgium, Switzerland). The students who are from other nations have been very helpful to those students who were born in the United States and they also share many important experiences regarding their own countries of origin.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

Students who seek to learn and speak another language usually have a specific reason for studying French. Many local students are associated with businesses (wineries, specifically) where French may be helpful in their work. Other students are sometimes working with restaurants that serve international specialties, and some are interested in pursuing a career in international industries, such as fashion and marketing.

C. Identify how your program helps students achieve Institutional Learning Outcomes.
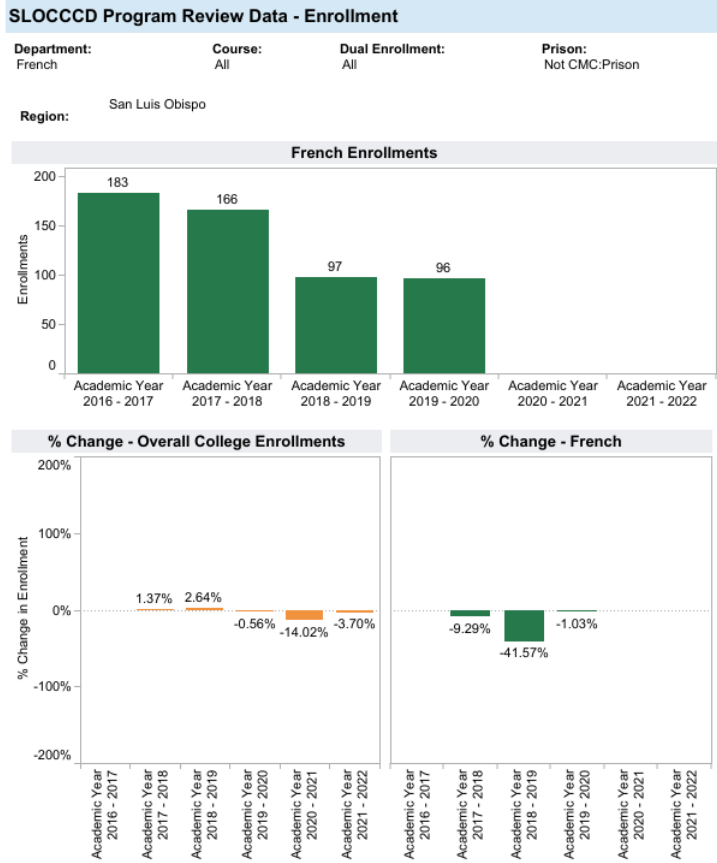
Students study not only the French language, but they are also introduced to French culture, literature and art. Many students also comment on how they have learned about the structure of their own native languages due to the gramatical terminoly that is used in their studies of French. Writing styles, written and oral communication and flexibilities in expression are also used in our French courses, enabling students to be aware of a wide avenue regarding how to communicate ideas in various forms.

IV. **PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS (Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).**

The data components are hyperlinked below.

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: French
Course: All
Dual Enrollment: All
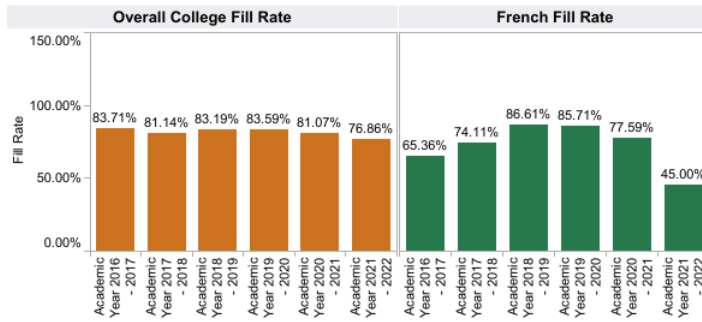Prison: Not CMC:Prison

Region: San Luis Obispo

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.

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:	Course:	Dual Enrollment:	Prison
French	All	All	Not CMC:Prison

Overall College Fill Rate | **French Fill Rate**

Fill Rate values by Academic Year:

Overall College Fill Rate:
- Academic Year 2016-2017: 83.71%
- Academic Year 2017-2018: 81.14%
- Academic Year 2018-2019: 83.19%
- Academic Year 2019-2020: 83.59%
- Academic Year 2020-2021: 81.07%
- Academic Year 2021-2022: 76.86%

French Fill Rate:
- Academic Year 2016-2017: 65.36%
- Academic Year 2017-2018: 74.11%
- Academic Year 2018-2019: 86.61%
- Academic Year 2019-2020: 85.71%
- Academic Year 2020-2021: 77.59%
- Academic Year 2021-2022: 45.00%

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.
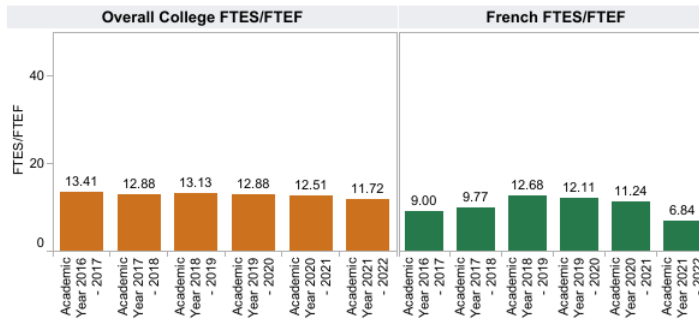
Click here to enter text.

C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)
Insert the data chart and explain observed differences between the program and the college.

4 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   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: French **Course:** All **Dual Enrollment:** All **Prison:** Not CMC:Prison

Overall College FTES/FTEF

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
13.41	12.88	13.13	12.88	12.51	11.72

French FTES/FTEF

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
9.00	9.77	12.68	12.11	11.24	6.84

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

Click here to enter text.

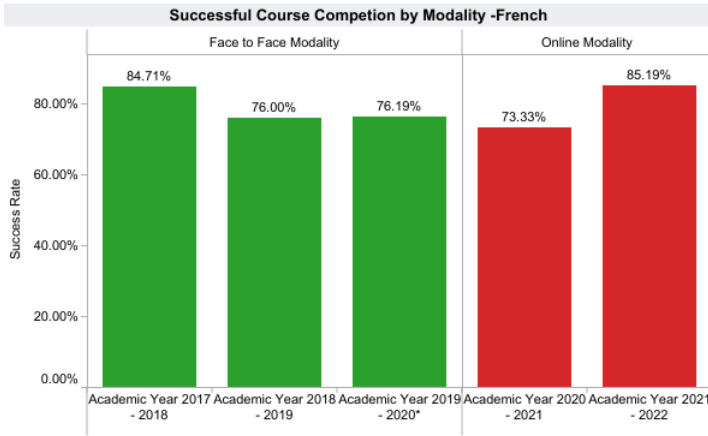D. [Student Success—Course Completion by Modality (Insert Data Chart)](#)
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
French

Course:
All

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -French

	Face to Face Modality	Online Modality
Academic Year 2017 - 2018	84.71%	
Academic Year 2018 - 2019	76.00%	
Academic Year 2019 - 2020*	76.19%	
Academic Year 2020 - 2021		73.33%
Academic Year 2021 - 2022		85.19%

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
Face to Face Modality	Department Success Rate	84.71%	76.00%	76.19%		
	Total Department Enrollments	85.00	50.00	50.00		
Online Modality	Department Success Rate				73.33%	85.19%
	Total Department Enrollments				45.00	27.00

Click here to enter text.

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

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:	Award Type:	Area of Study
All	All	Creative Arts, Humanities, and ..

Program Awards
Top Code Description(s): All
Award(s): All
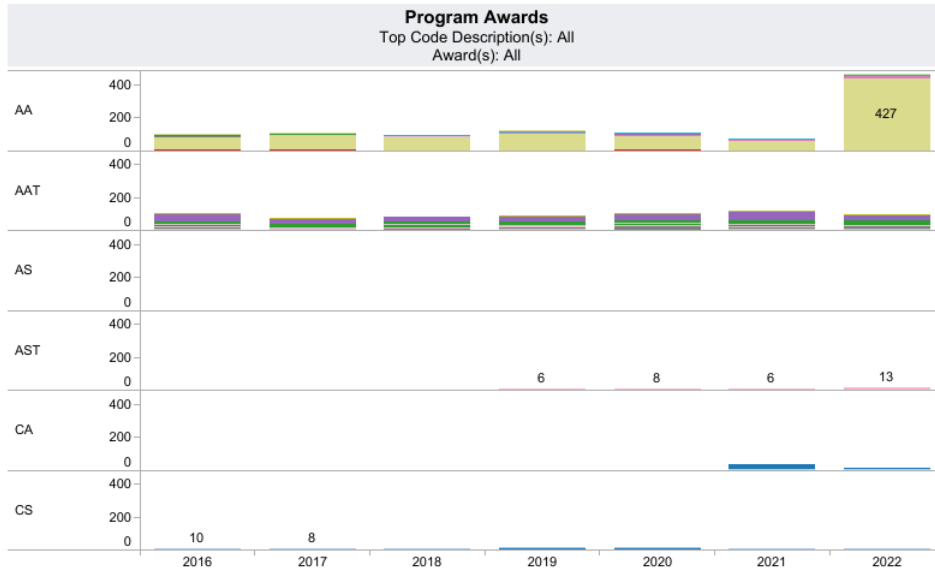
Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022
AA	Addiction Treatmnt Stdies (AA)				5	8	2	9
	Art History & Prof Pract (AA)	1	1		2			1
	Art Studio (AA)	6	9	6	8	9	5	14
	Broadcast Communications (A..	7	5	5	1			
	Bus Admin - Career Path (AA)	26	12	3	9	2	2	

Program Awards: The number of degress and certificates awarded by program type

Click here to enter text.

F. General Student Success – Course Completion (Insert Aggregated Data Chart)
Insert the data chart and explain observed differences between the program and
Institutional Set Standard. If your program did not meet the Institutional Set Standard,
please describe how you implement activities to meet the Institutional Set Standard.

SLOCCCD Program Review Data: Successful Course Completion
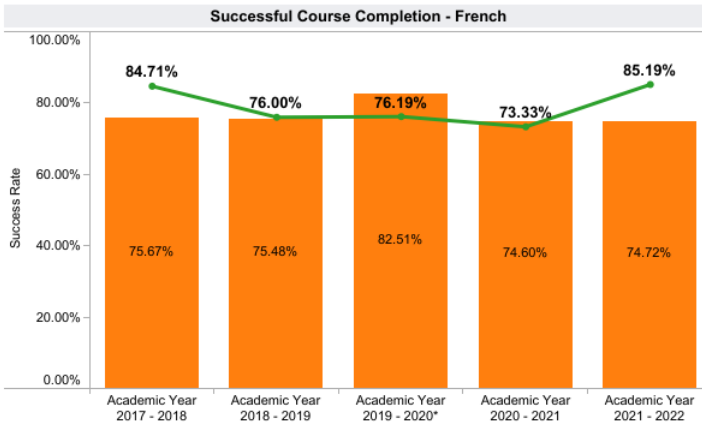
Select Department:
French

COURSE
All

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

Successful Course Completion - French

French Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	84.71%	76.00%	76.19%	73.33%	85.19%
Total Enrollments	85	50	50	45	27

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

What resources might you need to meet and exceed the Institutional Set Standard?

No additional resources are necessary at this time.

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 strategies have you implemented to address equity gaps in the classroom?
- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
- What resources might you need to minimize equity gaps?

Successful Course Completion by Student Subpopulation
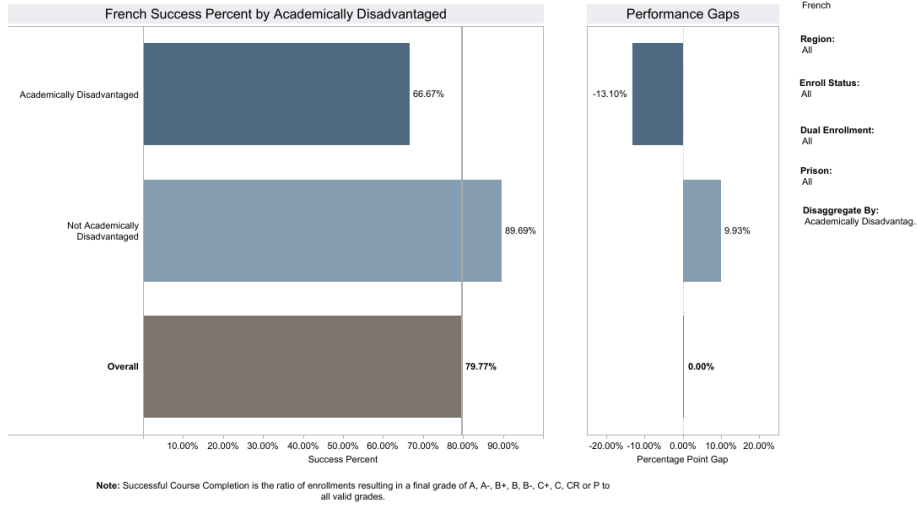
Academic Year:
All

Department:
French

Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Academically Disadvantag..

French Success Percent by Academically Disadvantaged

Academically Disadvantaged — 66.67%

Not Academically Disadvantaged — 89.69%

Overall — 79.77%

10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00%
Success Percent

Performance Gaps

-13.10%

9.93%

0.00%

-20.00% -10.00% 0.00% 10.00% 20.00%
Percentage Point Gap

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.

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.

V. PROGRAMS AND CURRICULUM REVIEW

A. Programs Review

a. Review the CurricUNET "Program of Study" outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)

b. **For all Currently Active Programs/Certificates**, review the CurricUNET "Program of Study" outline for each active program/certificate and complete the table by indicating yes/no for each column.

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are "no" for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.

B. Curriculum Review

Complete the Curriculum Review Worksheet ([download from this folder](#)) and submit the form with your CPPR.

Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

What is the purpose of the worksheet? Completing the worksheet provides evidence that the curriculum (including course delivery modalities) have been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that you have reviewed that the entries on the course outline of record (CurricUNET format) are appropriate and complete.

VI. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

Not available at this time

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Not all course assessements have been entered. During lockdown, there were problems having access to either the physical space on campus and/or difficulties in accessing online forms.

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

D. Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet (download from this folder) and review the Resource Allocation Rubric.

VII. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives

B. Institutional Learning Outcomes

C. Program outcomes

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling

B. Support services to promote success, persistence and retention

C. Facilities needs

D. Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

No changes anticipated at this time

VIII.   END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

IX.   After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 12, 2023.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Bradley Langer   Mar 9, 2023
_____
Division Chair/Director Name   Signature   Date

Marshall Johnson   Mar 9, 2023
Marshall Johnson (Mar 9, 2023 07:53 PST)
_____
Name   Signature   Date

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Name   Signature   Date

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Name   Signature   Date

13 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 C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 6, 2023

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: Faculty Prioritization Process Handbook

APPLICABLE SIGNATURES:

Aubrey Kuan Roderick   Mar 9, 2023
Aubrey Kuan Roderick (Mar 9, 2023 13:38 PST)

Vice President/Dean   **Date**

Bradley Langer   Mar 9, 2023

Division Chair/Director/Designee   **Date**

Other (when applicable)   **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

14 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   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 6, 2023

FRENCH-Instructional Comprehensive Program Planning and Review

Final Audit Report   2023-03-09

Created:	2023-03-07
By:	Anna Paez (anna_paez@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAYvbjVWP_gP20NVBo6YeH71a2jJA_CKNN

"FRENCH-Instructional Comprehensive Program Planning and Review" History

🗒 Document created by Anna Paez (anna_paez@cuesta.edu)
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✉ Document emailed to Marshall Johnson (mjohnson@cuesta.edu) for signature
  2023-03-07 - 4:57:58 PM GMT

🗒 Email viewed by Marshall Johnson (mjohnson@cuesta.edu)
  2023-03-09 - 3:51:57 PM GMT- IP address: 104.47.73.126

✒ Document e-signed by Marshall Johnson (mjohnson@cuesta.edu)
  Signature Date: 2023-03-09 - 3:53:16 PM GMT - Time Source: server- IP address: 24.205.227.18

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✒ Document e-signed by Brad Langer (bradley_langer@cuesta.edu)
  Signature Date: 2023-03-09 - 3:55:19 PM GMT - Time Source: server- IP address: 73.242.252.29

✉ Document emailed to aubrey_kuanroderick@cuesta.edu for signature
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🗒 Email viewed by aubrey_kuanroderick@cuesta.edu
  2023-03-09 - 9:37:36 PM GMT- IP address: 104.47.74.126

✒ Signer aubrey_kuanroderick@cuesta.edu entered name at signing as Aubrey Kuan Roderick
  2023-03-09 - 9:38:38 PM GMT- IP address: 209.129.64.82

Document e-signed by Aubrey Kuan Roderick (aubrey_kuanroderick@cuesta.edu)
Signature Date: 2023-03-09 - 9:38:40 PM GMT - Time Source: server- IP address: 209.129.64.82

Agreement completed.
2023-03-09 - 9:38:40 PM GMT