A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS

Program Mission: The French Program’s mission is to give students oral and written proficiency of the French language and to create an understanding and appreciation of the diversity of Francophone cultures throughout the world. This awareness of other cultures gives the student a new perspective of their own language and culture. Through learner centered language instruction, our program provides students the opportunity to achieve their various goals such as transfer, continuing education, professional and personal growth.

Strengths:
The French Department offers eight levels of degree applicable courses that are articulated with the UC and the CSU colleges in the areas of humanities and foreign language. A degree program with a major in French and three language certificates, a Certificate of French Proficiency, a Certificate of French Language Achievement, and a Certificate of French Language Completion. Strong emphasis is placed on developing communicative skills, reading and writing skills, and knowledge of culture of French speaking countries in Europe, Africa, North America and Asia. Weekly classes are conducted in the language lab using the Internet, software programs, and videos provided by the publishers and the instructor. A Quadra cart with overhead projection, housed in the Lab, is available for use in the classroom. A drop-in computer lab is available for independent work.

The majority of the students take French courses to transfer to the UC and CSU systems and other four year institutions. The second year program is a continuation of the development of speaking, reading and writing skills. Literature of French speaking countries, culture and daily life are studied more in depth. These multilevel classes have had a teaching assistant in recent years, but with the elimination of PFE II funds, we will have to eliminate the teaching assistants.

The Middlefield campus has a vital evening program of elementary French that serves students seeking a degree or transfer requirements as well as the community. French conversation courses are offered at Middlefield. The first year intensive French is taught in the summer. Foothill students as well as students from four-year institutions who wish to complete the foreign language requirement during the summer are attracted to this program.

The French Department has innovative, versatile and dedicated instructors with a solid and current knowledge of the field including language-teaching techniques, the teaching of Francophone culture and technology. They attend language conferences to keep up with new pedagogical techniques and methods. All but one of the four instructors are part-time. Last year the Department received a generous monetary gift of appreciation from the student of one of these part-time instructors on the Middlefield campus.

The French Department now has two online courses: French 39. Francophone Literature in Translation, and French 25A/B, Advanced Reading and Composition. These courses are extremely convenient for Foothill students who have time constraints because of work or other personal obligations and for students from four-year institutions. French 39 is articulated with the UC and CSU colleges in the area of humanities.

The library houses a collection of easy French readers, and a collection of films and instructional videos. Recently the library has acquired translations of French literary works used in the Francophone Literature in Translation course mentioned above and new French grammar books appropriate for the intermediate and advanced courses.

The foreign language department recently added the option of credit by exam. This should increase enrollments in many of our classes.

Weaknesses:
• The classroom used regularly for French classes is small and very noisy when doing group work. Carpeting would improve this.
• The Language Lab does not serve the evening students because it closes at 4:30 PM. For this reason, CDs, which accompany texts, will be made available in the Media Center.
• There are no lab services at Middlefield. CDs and cassettes, which accompany the texts, cannot be duplicated. This situation has existed for a long time and has been pointed out in previous Program Reviews.

Opportunities:

Foothill has a sizeable enrollment of French-speaking students from all parts of the world. They come from Europe, Africa, Canada, and the Caribbean. Some of them serve as tutors in the Tutorial Center and others assist in the multilevel French classes. The instructors invite them to come to classes and talk about themselves, their countries and their cultures. This greatly enriches the experience of French students of all levels.

The Tutorial Center provides excellent student tutors, many of whom are native speakers of French. EOPS has also provided tutors. The Disabled Student Center allows students special testing environments to enable them to succeed.

Students can spend 6 to 8 weeks in Paris with the Foothill Campus Abroad Program. They take Foothill courses and a course in French life and culture. This provides them the opportunity to experience and to develop an appreciation for Francophone culture.

Threats:

The lower requirements for foreign language courses of four-year institutions have a direct effect on enrollment. The requirement for the UC’s is two quarters and the CSU’s don’t have a foreign language requirement. Most students are pressed to take the requirements to transfer and do not have the time or the financial means to take more. This quite understandable.

The current budget crisis that we are currently undergoing will undermine our program since fewer courses will be offered. We will not have the teaching assistants in the multilevel courses. Tutorial programs, EOPS, and The Disabled Student Center will not be able to offer their services. As a result, we will see lower success rates.

The increase in fees by the state will make it more difficult for many students to continue their education. This will have a serious impact on our evening programs and conversation classes, since many of the students in these programs take French classes for enrichment rather than for degree purposes. If a differential fee for BA holders is implemented, the impact will be even more serious. Programs that support students financially will also be diminished. In the present economy we are seeing more and more unemployment, which will affect the ability to pursue educational goals. Previously it has been noted that high unemployment results in more people returning to school to ‘retool’ and change occupations. Whether this will occur during this period of economic crisis remains to be seen.

B. STUDENT SUCCESS EVALUATION

According to the Program Review statistics for the academic year 2001-02, the largest number of students is White, followed by 'unrecorded', Asian, and Hispanic. Black ‘ Other’, Native American, Filipino, and Pacific Islander. The percentage of success in descending order is: 100% Filipino and Native American; 91% Black; 88% ‘Other’; 79% White; 78% ‘unrecorded’; 77% Asian; 71% Hispanic; 40% Pacific Islander.

The overall success rate for French in 2001-02 was 78%, while retention was 82%, an increase in both over the previous year. Success and retention in French may be lower than the college average because of a lack of placement standards and lack of adequate preparation. Many students have never studied a foreign language, unlike math, history and science, subjects that they have studied in high school and elementary school. They come to college with weak language skills and have no idea of what learning a foreign language entails. These students then may be in the same classroom as students who have taken the language in high school and are reviewing. With proper placement achieved through placement tests, classes will be more homogenous with a more narrow range of abilities. Students will not be intimidated by the students who have studied French before and will have a greater chance to succeed.

A skills lab like the Writing Center and the Math Department lab where students could drop in and consult with tutors or instructors would provide greatly needed support. Instructors would conduct their office hours in the lab.

C. STUDENT EQUITY/DIVERSITY ANALYSIS

Our classes enjoy a rich diversity of ethnic groups and nationalities. In our classes there is a large number of international students and students who speak a language other than English as their first language. This makes for a true learning experience in the classroom. Students compare their own cultures with
French culture and with cultures of other students from all over the world thus making our classes quite exciting.

D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES

- The Foreign Language department is currently discussing ways to encourage students to continue their studies beyond the two-quarter requirement. Some activities under consideration are Foreign Language Month, the revival of the foreign language film festival, and the international language festival. These campus events will inform students of the advantages of learning a foreign language.
- We are working to promote the French major for students studying for an AA degree and the certificates for others with regular reminders in all of the classes and posting of the curriculum sheets. We anticipate an increase of students receiving certificates and pursuing a major in French. The curriculum sheets with requirements for the major and certificates have been revised. They are more comprehensible for students.
- We will have a new course in Area VI, American Cultures. This course will treat the French presence in the United States. We plan to offer it on line as well as face to face in order to reach a wider audience.

E. ENROLLMENT AND PRODUCTIVITY GOALS

Enrollment decreased from 99-00 to 00-01 and then increased again in 01-02 by 22%. Productivity over the last two years has averaged 480. The core courses offered in the two-year program, French 1,2,3,4,5, and 6, are required for a major along with two quarters of conversation. Since the third quarter of elementary French is not required by the UC’s and CSU’s, these classes often must be cancelled due to low enrollment. With no French 3 to feed into the second year classes, the second year program has been compromised. It has been successful, however, in reaching the minimum enrollment.

This winter quarter the conversation course, which is held once a week, was moved to the Foothill campus and the day was changed to avoid a loss of class days because of the holidays in January and February. As a result, the enrollment plummeted and the class had to be cancelled. It will be offered at Middlefield this spring and we are anticipating a strong enrollment again. In the fall it will be offered two evenings a week. This change in scheduling should resolve the unstable situation of this course. When these courses are cancelled students are discouraged and cannot achieve their goals, and we lose them to De Anza and to other local colleges.

F. SUMMARY OF RESOURCES REQUESTED

1. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:
   - No requests at present.
2. FACILITIES NEEDS:
   - No requests at present.
3. MATERIALS AND SUPPLIES BUDGET AUGMENTATION:
   - No requests at present.

Evaluation of academic year 2002-03.

List names of participants assisting in this program review.
- Primary program contact person: Mary Bell  Phone or email address: x7135
- Part-time faculty:
- Full-time faculty:  Mary Bell
- Administrators:  Karen Yoshihara
- Classified staff:
- Students:

Date of evaluation: March 19, 2003
PROGRAM NAME: FRENCH

DEGREE/CERTIFICATE OPTIONS:
- AA Degree in French
- Certificate of Proficiency
- Certificate of Achievement
- Certificate of Completion

PROGRAM MISSION:
The French Program’s mission is to give students oral and written proficiency of the French language and to create an understanding and appreciation of the diversity of Francophone cultures throughout the world. This awareness of other cultures gives the student a new perspective of their own language and culture. Through learner centered language instruction, our program provides students the opportunity to achieve their various goals such as transfer, continuing education, professional and personal growth.

EXPECTED STUDENT OUTCOMES: A student completing the French Program should be able to do the following:

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<tr>
<th>PROGRAM CONTENT PROFIENCIES/ COMPETENCIES</th>
<th>BEHAVIORS: What should a student be able to do upon graduation?</th>
<th>REQUIRED PROGRAM COURSES related to this outcome: Where do students acquire experience?</th>
<th>OUTCOME MEASURES: Evidence or Sample demonstrating Deep Learning: How do we know what a student has achieved?</th>
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| Oral communication                       | Narrate consistently in the present and past forms; linking phrases smoothly; make requests; use idioms and expressions appropriately; discuss current and personal events; state one’s opinions; pronounce accurately and be understood by a native speaker; employ communicative devices such as pause fillers and paraphrasing to overcome shortcomings. Distinguish use correctly two levels of speech styles: polite and familiar. | FREN 1, 2, 3, 4, 5, 6, with special emphasis in FREN 13A, FREN 13B. | 1. Present role-plays and skits in class.  
2. Sustain face-to-face conversation with the instructor and other students.  
3. Lead class discussions and contribute to discussions.  
4. Interview native speakers and report on the interview. |
| Written communication                     | Write simple letters, summaries and reports; describe daily events and surroundings with a general vocabulary; demonstrate grammatical accuracy, control of vocabulary and sentence structures; understand the differences between spoken and written styles. | FREN 1, 2, 3, 4, 5, 6, with special emphasis in FREN 25A and FREN 25B. | 1. Write simple letters, narratives, summaries and reports. Using all tenses with reasonable accuracy.  
2. Interview native speakers and submit the written report.  
3. Translate general vocabulary and colloquial language from English to French.  
4. French 25A/B: Write extensive reviews of newspaper and magazine articles, films, and literary works. Write essays on current events and social issues. |
| Listening comprehension                  | Understand main ideas and most details of daily, familiar situations and topics; employ guessing strategies for comprehension; distinguish two levels of speech styles, polite and familiar. | FREN 1, 2, 3, 4, 5, 6, with special emphasis in FREN 13A, FREN 13B. | 1. Listen to audiotapes and CDs or watch videos to do the workbook assignments.  
2. Sustain face-to-face conversation with the instructor and other students in class.  
3. Interview native speakers and make oral reports.  
4. Use and understand vocabulary related to everyday life, current events, social issues, literature and the arts. |
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| Reading comprehension                      | Skim and scan uncomplicated materials of factual nature; understand the gist of simple authentic texts, such as advertisements, letters, instructions and short stories; guess unknown vocabulary from the context; (for FREN 25AB) skim, scan, read both intensively and extensively a wide variety of authentic materials such as newspaper articles, magazines, lyrics, and short novels, short stories; read between the lines and understand the cultural nuances. | FREN 1, 2, 3, 4, 5, 6, with special emphasis in FREN 25A and FREN 25B | 1. Read simple texts, paragraphs, instructions, advertisements, memos, letters, written dialogues and concrete reports, and give the gist or summaries.  
2. FREN 25AB: Read a wide variety of authentic materials such as newspaper articles, magazines, poetry, short stories and short novels. Write reports, summaries, translations, analyses and criticisms. |
| Cultural awareness                         | Demonstrate an awareness and appreciation for the diverse cultures of the Francophone world. Distinguish two levels of language style: polite and familiar. Understand gestures and body language. Demonstrate an awareness of the influence of French culture on American society and the influence of American pop culture on Francophone culture and society. | FREN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B, 25A, 25B with special emphasis in FREN 33 | 1. Create and present skits on a. French daily life, such as the French home and family, b. buying food and clothing, using the telephone, and ordering food in a restaurant.  
2. Write formal and casual letters using the proper salutations.  
3. Write reports on the different regions of France and on other Francophone countries and cultures.  
4. Write reports and give oral reports on Francophone politics and economics. |
| Grammar                                   | Produce the correct grammatical structures according to context, both in speaking and in writing. | FREN 1, 2, 3, 4, 5, 6, 13A, 13B, 25A & 25B | Respond to oral questions using the appropriate grammatical structures; write compositions using correct syntax, grammars, idiomatic expressions, and styles. |