# Signature Page

## I. Team Members

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<tr>
<th>Name</th>
<th>Member Type</th>
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<th>Contact</th>
<th>Responsible for what part</th>
<th>Signature</th>
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</thead>
<tbody>
<tr>
<td>Deborah M. Levin</td>
<td>Team Member</td>
<td><a href="mailto:deborah.levin@marin.edu">deborah.levin@marin.edu</a></td>
<td></td>
<td>French</td>
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<tr>
<td>Deborah Levin</td>
<td>Team Member</td>
<td><a href="mailto:deborah.levin@marin.edu">deborah.levin@marin.edu</a></td>
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## II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
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<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
</tr>
<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
</tr>
<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
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<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
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<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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## III. Vice President of Academic Affairs

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<th>Name</th>
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<tr>
<td>Nick Chang</td>
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## IV. Board of Trustees President

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<tr>
<th>Name</th>
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<tr>
<td>Eva Long</td>
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Program Overview–Introduction
French-2009

**Instructions:** Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

**I. Program Definition**
Outline the unique qualities that define the importance of your program.

The French discipline currently offers between 16 to 20 units per semester and one four unit grammar course (French 101) every summer session. Its current courses are French 101, offered both in daytime and evening time frames, French 102, frequently offered in both daytime and evening time frames, French 203 offered in the Fall, and French 204 offered in the Spring along with simultaneous Advanced sections of French 225 and 226. A new course, French 108, French Classic Literature Goes to the Cinema, was developed in 2006, and has been offered occasionally with great enrollment success. A conversation series in French, 110, 112, and 114, has been offered as recently as 2005. French 110 usually has strong enrollments of 20+ students, when offered. The Administration prefers, however, that the discipline dedicate its resources to the UC transferable grammar classes and to the transfer students who tend to take those classes.

**II. Program Purpose**
Pathway:
Briefly describe how your program fits into the pathways you have chosen.

The French Discipline at COM offers the first two years of lower division education to obtain an A.A. degree in French from College of Marin. This complete lower division program in French allows students to transfer to a four year institution to declare a major in French. In addition, French 101 fulfills the IGETC requirement for transfer. High school students may take two years of French while in high school and have it count towards graduation. This is significant because not all Marin high schools offer French. There are many Marinites who have the learning of modern languages (seemingly the romance languages) as goals, either for travel or business purposes. For this reason, French, as well as Italian and Spanish also serve many retired persons, older adults and travel and culture aficionados who wish to keep their language skills sharp.

**III. Students Served**
Briefly outline what students are served in your program.

In the past five years, French has moved away from serving an older clientele (50+) age group. Today, fifty percent of its clientele is from the 24 and below age group. This is perhaps because some of Marin's high schools have cut French from their curriculum and College of Marin is the only place to study French and receive a full, four semester lower division curriculum in French. White females are the main gender/ethnicity type in French.

**IV. Program History**
Briefly outline the recent history of your program.

French (and Spanish) was initiated at the outset of College of Marin in 1926. It has an A.A. Degree associated with it; seven students graduated with an A.A. degree in the last five years. In Sp 05, Fall 05 and Spring 06 the headcount enrollment in French began dropping from a remarkably even trend line in the last five years. It dropped about 28% during those semesters. In Spring 2004, a full-time faculty member (of 30+ years) in French retired. She returned for four semesters on RETCUM status. Another faculty member, who had been previously teaching in Spanish, began teaching many French courses in her absence. It is not clear if the retirement of this full-time faculty person had something to do with the downturn of the headcount enrollments in French, but it is clear that the College's refusal to hire another faculty member in French has robbed the discipline and department of the same voice it had when there
was a full-time faculty member in that position. There are no full-time faculty to
staff committees, do course development, and planning.

Attachments:
List and briefly describe any attachments
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
French-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: None

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: A good proportion of the students, but not a clear majority
Transfer Major: Some students

II. What are your program’s goals for each pathway?

1. n/a
2. n/a
3. n/a
4. To provide students with a basic knowledge of French language and culture.
5. To provide students with a basic knowledge of French language and culture by completing appropriate courses that fulfill requirements for transfer.
III. How does your program/discipline help students meet these goals?

1. n/a
2. n/a
3. n/a
4. Since many lifelong learning students already possess degrees, opt to take courses pass/not pass. Some lifelong learners enjoy focusing on conversation skills in the conversation classes. Other lifelong learners prefer learn or relearn French grammar.

Students are introduced to a range of French and Francophone cultural topics. French courses emphasize all aspects of language - written, oral, aural, and reading.

5.

The French discipline offers French 101, 102, 203. and 204 which transfer to UC/CSU and for the French major. High school students take transferable courses for college as well as high school credit. Students meet their goals by using current language teaching materials and methods.

IV. How do you measure your success?

Quizzes, written assignments, oral assignments, final examinations.

V. How do you make sure your students are able to get through your program in a timely fashion?

Students are provided with course options in the morning and evening. F101 and F102 courses are offered every semester.
Student Access and Success
French-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

F101 80% of the traditional college age students 20-24 years old are passing. It the over 24 years old group, 69% of the students are passing. The most significant percentage is in the group of students under 20. In this group, 59% of students are passing. This suggests that these students are less familiar with the structure of college language courses and or these students do not have as much time to take advantage of student support services on campus because they are concurrently enrolled in high school.

F102 85% of all students are passing this course.

F110 This course has a majority of students over 24 enrolled. Of these students, 75% are passing.

F203 There were no students in the 20-24 age group enrolled. In the under 20 age group 75% are passing. In the over 24 age group, 100% are passing.

F204 This is a very small group of students because this course is combined with F225 and F226. 50% of the total students in F204 are passing.

F225 See above. 83% of the students are passing.

F226 See above. 100% of the students are passing.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate us the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

The most significant factor influencing student success is that the curriculum of transferable credit courses requires considerable work, and French is not a particularly easy language to learn. Learners over 24 who have expectations of taking an easy French class in order to learn "travel French" find it difficult to re-enter a college environment with tests and graded assignments. Students under 20 sometimes also find French courses difficult since they move twice as fast as high school classes. In general, high school juniors and seniors are far more successful than high school freshman or sophomores.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

There has been a decline in French in the total number of students who take courses in the Fall. In F 04 126 students took French. In F 08 63 students took French. This means it is difficult to project to the spring semester in order to offer multiple sections of F102. Also, F204 is only offered in the spring. Given this scheduling system, if a student cannot enroll in the only F102 class offered in the spring, or if s/he took F102 in the fall and there is no F203 class to continue in, s/he must wait until the following fall to try to enroll in the appropriate course. Since it is very difficult to maintain a language without a course, these students are at a disadvantage and often do not continue because they...
feel they have forgotten too much of the grammar.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:
It would help to be able to offer F102 in the morning as well as in the evening time slot.
Also, it would be useful to offer F110 conversation Fall and Spring semester so that students who are not able to enroll in either F102 or the second year sequence could still maintain their French until they are able to do so.
Finally, it would be useful to be able to offer F101 and F102 at IVC in order to meet the needs of students in north Marin. F101 was offered at IVC in Spring of 2009, and many students said they would not have taken it had it been on the Kentfield campus.

V. Please explain and provide additional details regarding your choices above:
Since F203 is offered in the Fall semester only and F204 is offered in the Spring semester only, students continuing in the French program after F102 do not always have a course option available to them.
Also, because there is only one section of F102 offered (usually in the evening), it is difficult to meet the needs of students who can only attend classes in the morning. There should be F101 and F102 classes offered on the IVC campus to fill the needs of the north Marin community.
Facilities Questionnaire
French-2009

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

The majority of French classes are taught in Olney Hall, Kentfield Campus. This building is completely out of date and not at all conducive to learning. Students constantly complain about multiple problems. Students have noted that the desks are too small in most of the classroom other than the one room with tables. The heating/cooling system not only doesn't function appropriately, but also it is so loud that it actually hinders the listening ability of students trying to hear a new language. In most of the classrooms, it is impossible to open all of the windows to allow fresh air in. This would be preferable to the heating/cooling system.

The classrooms in Olney Hall do not have whiteboards. Green chalkboards are actually harder for students to see and some students are allergic to the chalk. Plus, the boards are never cleaned so there is always white chalk dust on the board. The paint on the walls in the classrooms and the hallway is dingy and probably toxic. The carpets are dark and soiled. Some of the ceiling tiles are stained and look like the roof has leaked. There is not one part classroom in the building that is acceptable.

None of the classrooms that are used for French in Olney hall are smart classrooms. That means that all computer equipment and projectors must be brought in a set up for each class. Since this equipment is brought in on a cart, the front of the classroom because a tangle of cords and machinery just to hold class. Often this equipment is delivered but not set up, so the instructor must add in time before class to set up equipment and after class to take it all down in order to lock it in another room.

There is a room in the the middle of Olney hall that could be used as an office to meet with students, but unfortunately is packed with old forgotten maps that are not being used at all by anyone who teaches in Olney hall. This room has become the place that Media Services stores computer equipment, but it really could be used as an office.

The lighting is Olney hall in the hallways is dangerous. Often the lights are not turned on, and the instructors have to turn them on. Even when the lights are one though, there is not sufficient light. The lights for the stairway that leads to the restrooms next to the auditorium are at the bottom of the stairs, so if the lights are off, someone needs to walk down the stairway in the dark to turn them on. This is not a good situation at all.

It is highly unlikely that the aesthetics of the building and the undeniable physical problems of Olney hall contribute to student learning in any way.
Curriculum
French-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

The ML department plans on updating all course outlines in the French discipline.

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

no

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

no

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

The French discipline is planning to develop one and two unit conversation courses.

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

The French discipline would be open to developing distance education courses if given training and support regarding this format. This would provide and excellent way to reach more students since they would not have the same kinds of physical constraints as in a face-to-face class.

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

no
Student Learning Outcomes
French-2009

Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates
1. What degrees and certificates does your discipline offer?

The French Discipline at COM offers the first two years of lower division education to obtain an A.A. degree in French from College of Marin.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline’s requirements for each degree or certificate?

The students of French will be able to read, write and communicate in the French language as well as learn about cultural aspects of the French speaking world.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students demonstrate their ability in written French by successfully completing paragraph writing assignments for the level of French in which they are enrolled. Students demonstrate their ability in oral French by successfully giving oral presentations in French.

ii. Scientific and Quantitative Reasoning

no

iii. Critical Thinking

Students consider learn about French cultural topics that provide a basis for comparison and discussion with regard to American culture.

iv. Problem Solving

Learning the French language involves problem-solving throughout the process as students learn to use correct language forms in appropriate communicative situations.

v. Information Literacy

Students investigate and analyze topics related to the French speaking world for oral presentations.

II. General Education:
1. Does your discipline offer any classes which count for general education requirements?
2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication
   All courses in the French discipline address this outcome.

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking
   All courses in the French discipline address this outcome.

iv. Problem Solving
   All courses in the French discipline address this outcome.

v. Information Literacy
   All courses in the French discipline address this outcome.

III. Course Level Outcomes:
1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?
   Yes.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?
   25%

3. Assessment:
   i. How often do you assess these SLOs?
      100% on an informal basis.

3. Assessment:
   ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

3. Assessment:
   iii. What improvements have you made or do you plan to make in the future?

3. Assessment:
   iv. What do you plan to assess this year? Who will you assess? How will you assess?
# Faculty Members
## French-2009

### I. Program Faculty

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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
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<tr>
<td>Buquen</td>
<td>Kenny</td>
<td></td>
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<td>Shared W/other program (s): Adjunct, ETCUM N</td>
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<tr>
<td>Goff-Tuttle</td>
<td>Marie</td>
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<td>Shared W/other program (s): Adjunct, ETCUM N</td>
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<tr>
<td>Levin</td>
<td>Deborah</td>
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### Leadership: List involvement in committees or other service

**Buquen Kenny**
- This instructor has developed new courses in film for the French discipline which have been well received by new enrollments. He has been a full-time instructor of French at a local high school for many years.

**Goff-Tuttle Marie**
- This instructor is previously retired from a full teaching career at San Rafael High School, where she also served as Department Chair of the Foreign Language Department. She has dedicated herself tirelessly to reviving the interest in French cultural studies while here at College of Marin and the upper levels of grammar studies. She was awarded the Palms Academiques by the French Government, served eight years on the National Board of the American Association of Teachers of French. In addition, she served as President as the Northern California AATF Chapter, as Board Member of FLANC, and as President of Alliance-Fraicaise Marin.

**Levin Deborah**
- Indiana University Graduate School Dissertation Year Research Fellowship, 1998-1999
- Gilbert and Marie Pearl Education Scholarship, department of Language Education 1995-1999
- American Association of Teachers of French (AATF), Member since 2006
- American Association of Applied Linguistics (AAAL), since 2002
List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

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<th>Last Name</th>
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**Status:** Shared W/other program

Retired in past 5 yrs. Y

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)**
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**Years of Service:** 30+

**Specialty:** French grammar and literature, Spanish grammar and literature

**Leadership:** List involvement in committees or other service

Former Dean and Provost, Indian Valley College; teaching in Spanish discipline also at College of Marin; Community leader of Marin Latino projects as well as leadership in Latino Film Festival

**Additional Teaching Unit Requests**

**III. FT Faculty Needs** (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

There are no full-time French instructors at College of Marin. The French discipline had one full time faculty who retired. When the full-time faculty member retired, this faculty member was replaced by part-time instructors. With only part-time instructors it is not possible to provide students with continuity in course offerings since not all instructors are available to teach in the morning. Also, it is not possible to offer any complementary French language learning activities such as a French club.

There is one full-time faculty member in the Modern Languages Department. This situation makes it nearly impossible to complete administrative tasks without burdening part-time faculty with non-compensated administrative responsibilities.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

Most of the PT faculty works during the day at other jobs/schools, and it has become increasingly difficult to find faculty who can teach in the morning prime time hours.

3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

No Full-Time faculty have been hired in the past 10 years.

5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

8. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.
9. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Program Summary
French-2009

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The part-time instructors in the French discipline try to provide students with a high level of instruction with special attention to the the transferable courses so that the curriculum and instruction are comparable to what students would find a four year university. Conversation courses are taught with the goal giving students a strong basis in conversing in French so that they would be able to travel to a French speaking country and actually interact with people in the target language.

The French discipline faculty communicate and collaborate primarily through email and phone contact because it is rare that all faculty members of the French discipline are on campus at the same time. This is unfortunate since it does make decisions regarding general matters such as course scheduling and material adoption more difficult.

The part-time members of the French discipline have various strengths since two members have extensive high school teaching experience and one member has a doctoral degree in language education at the university level as well as high school experience.

The French discipline faculty maintain a supportive environment by communicating with one another regarding students who do continue in the program through the sequence of courses.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

1. Resources required to exceed the college goals include improved technology in the classrooms (i.e., more smart classrooms.)
2. Greater emphasis on outreach to local high school through brochures.
3. Up-to-date reference materials in the tutoring center and/or library.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

An informal study was undertaken by one of the French instructors in order to better understand student needs regarding French courses. Every semester, instructors of the French discipline try to poll students in order to improve scheduling and future enrollment.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

1. none

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1. Full time French position
   2. A full-time position in French would allow the French discipline to have a stronger presence within the COM community. This would give students a greater chance at success because a full-time instructor would be able to focus solely on the French program and help it grow. Students would have more opportunity to talk with the instructor during campus hours and would have the chance to develop a faculty sponsored club. Also, students would be able to enroll in independent study hours with a full-time French instructor. Currently, since there is not possible. A full-time instructor in French would bring overall unity to the French program at COM.

VI. Other concluding remarks.