2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025   **PROGRAM(S): FRENCH / CREATIVE ARTS, HUMANITIES, AND COMMUNICATION**
CLUSTER: Languages and communication   **AREA OF STUDY: FRENCH**
LAST YEAR CPPR COMPLETED: 2023 NEXT SCHEDULED CPPR: 2028 CURRENT DATE: 2/21/2025

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 the **IPPR Program Review Documents 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):

Click here to enter text.

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. Several changes have been made since the last data from 2023, and there is no current data for the French program. First, there has been a change in modality: In the Fall of 2024, French 201 was offered in a fully asynchronous, online modality. In the Spring, French 202 was also offered in a fully asynchronous, online modality. The online modality promotes equity by providing access to students who may not have been able to attend traditional, face-to-face courses in past semesters. We do not have any data to reflect these changes.

Second, biweekly online chats have been implemented to provide students with more opportunities to connect and practice the concepts they are learning while also getting detailed instructor feedback. These sessions support equity by fostering an inclusive space where students can engage in meaningful interaction and receive additional language support. This initiative helps bridge equity gaps by ensuring all learners have access to real-time practice and community-building in an online modality.

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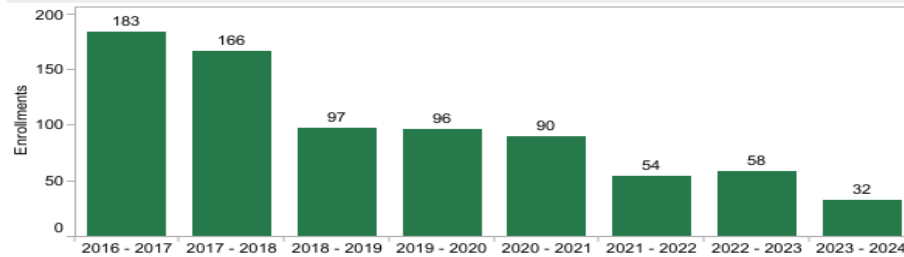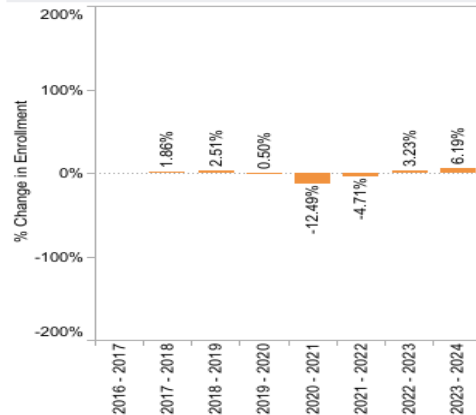
Department:	Course:	Dual Enrollment:	Prison:
French	All	All	All

Region: All   TERM   All

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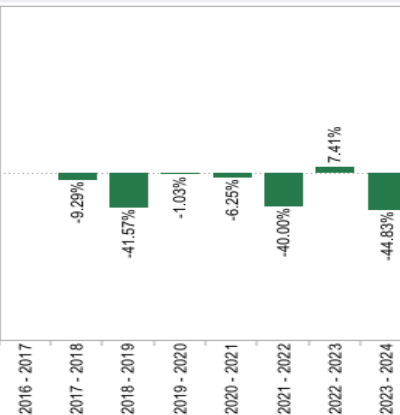
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

In the last year (2023 – 2024), there was a decline in enrollment for French. This decrease is likely due to the limited course options of only Face to Face courses. More students are choosing to complete their courses online at other institutions that offer them.

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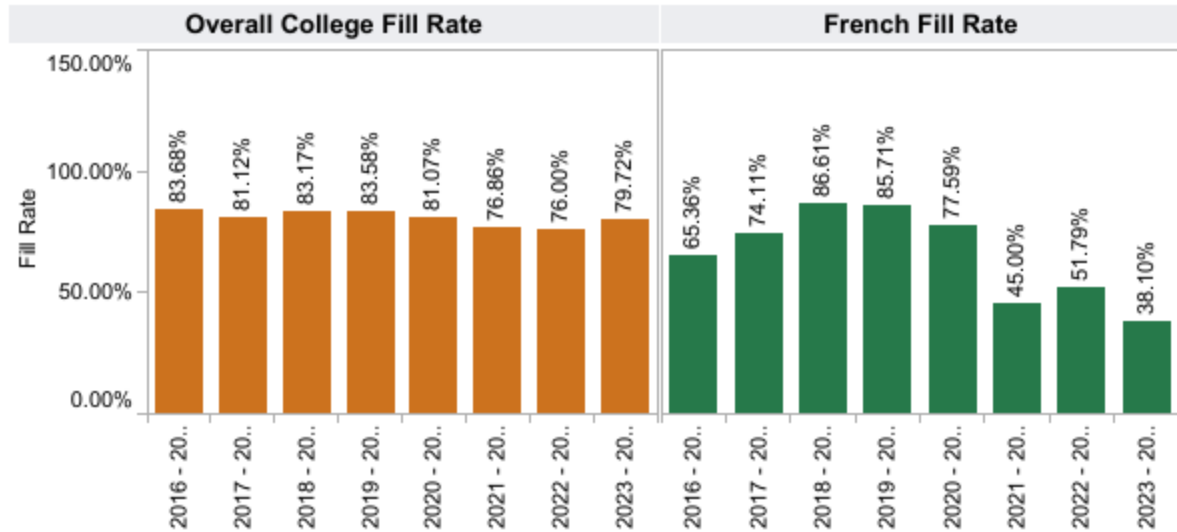
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

French fill rates are lower from previous years and may be due to students choosing to take other languages over French that offer online options.

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

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

The French program's efficiency is lower than the overall college average, which is largely due to lower class fill rates, as noted in the enrollment narrative, and the smaller caps for language courses compared to other disciplines across the college. These smaller caps are necessary to maintain the interactive, communicative focus essential for language learning.

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

5 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 3, 2025

Select Department: (All) **Course:** (All)
Legend: Face to Face Modality / Online Modality

Successful Course Competion by Modality - 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	Academic Year 2023 - 2024
Face to Face Modality Department S..	76.86%	76.30%	84.07%	84.22%	79.33%	80.04%	79.81%
Total Depart..	53,585	52,829	51,891	11,706	22,192	30,721	33,614
Online Modality Department S..	71.39%	73.14%	78.56%	72.63%	71.92%	72.04%	73.47%
Total Depart..	12,311	14,888	16,965	48,506	34,882	28,278	28,524

Select Department: French **Course:** All
Legend: Face to Face Modality / Online Modality

Successful Course Competion by Modality - French

Face to Face Modality: Academic Year 2017.. 84.71%, Academic Year 2018.. 76.00%, Academic Year 2019.. 76.19%, Academic Year 2022.. 82.76%, Academic Year 2023.. 72.22%
Online Modality: Academic Year 2020.. 73.33%, Academic Year 2021.. 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	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality Department S..	84.71%	76.00%	76.19%			82.76%	72.22%
Total Depart..	85.00	50.00	50.00			29.00	18.00
Online Modality Department S..				73.33%	85.19%		
Total Depart..				45.00	27.00		

Face to Face Modality

French had higher success rates than the college average in 2017-2018 and 2021-2022. However, in other years (2018-2019 and 2019-2020), the French rates dropped into the 76% range, closer to the college average, possibly due to a shift to an online modality during the pandemic. In 2022-2023, the French face-to-face rate is lower than previous years and falls slightly below the college-wide average for that. This may be due to the unavailability in online offerings and students are often choosing to go to programs with online programs that better accommodate their schedule.

Online Modality

In 2020-2021, the French online success rate was higher than the college-wide online success rate, but lower than the following year, perhaps because they were not withdrawn for non-participation.

In 2021-2022, the French online success rate was dramatically higher than the college-wide online success rate, likely because we consistently dropped students for non-participation. There is no data beyond 2022 because online classes were not offered again until 2024-2025.

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

   No degree offered in French

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

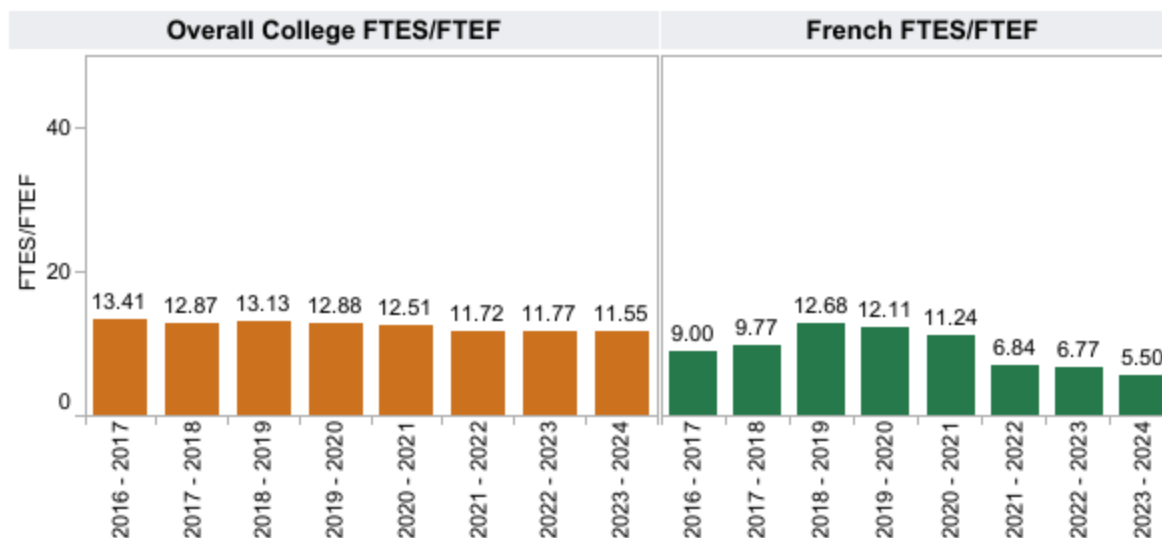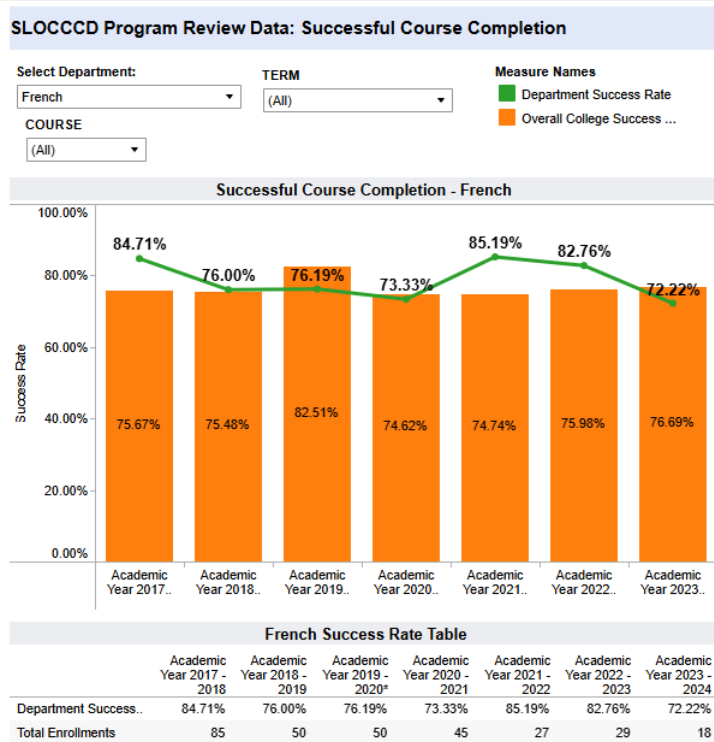Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:		TERM		Measure Names
French	▼	(All)	▼	🟩 Department Success Rate
COURSE				🟧 Overall College Success ...
(All)	▼			

Successful Course Completion - French

French Success Rate Table

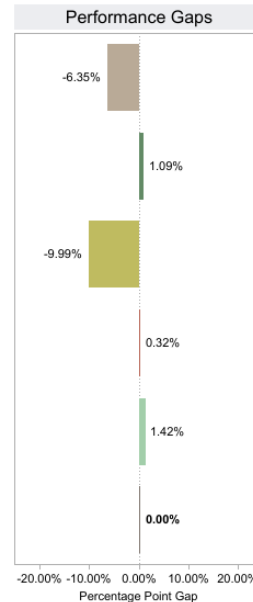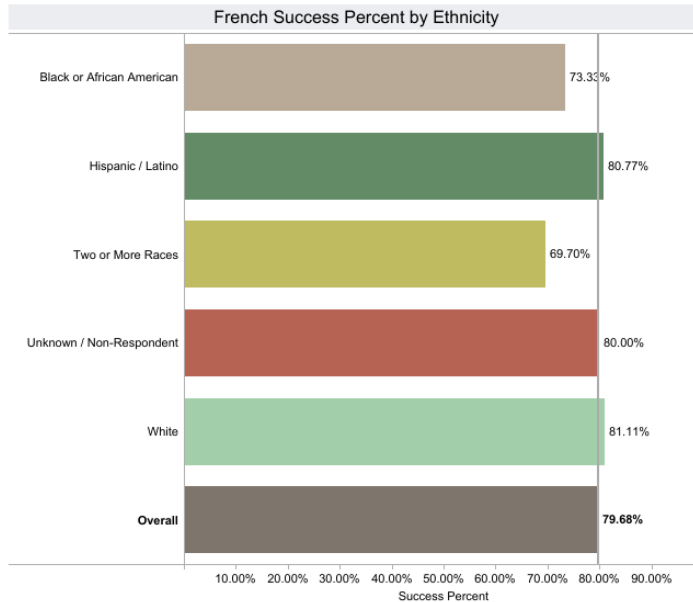|	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	84.71%	76.00%	76.19%	73.33%	85.19%	82.76%	72.22%
Total Enrollments	85	50	50	45	27	29	18

The French program's student success rates have consistently been in line with or above the overall college success rates in most academic years with the exception of 2022-2023, where the French program's success rate fell slightly below the college average. This decline may be due to lower enrollment, shifts in modality, and ongoing post-pandemic impacts on student performance.

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?

Successful Course Completion by Student Subpopulation

French Success Percent by Ethnicity

Ethnicity	Success Percent
Black or African American	73.33%
Hispanic / Latino	80.77%
Two or More Races	69.70%
Unknown / Non-Respondent	80.00%
White	81.11%
Overall	**79.68%**

Performance Gaps

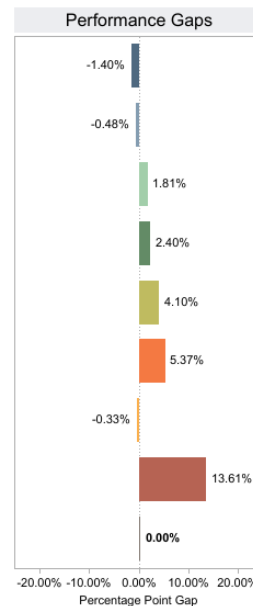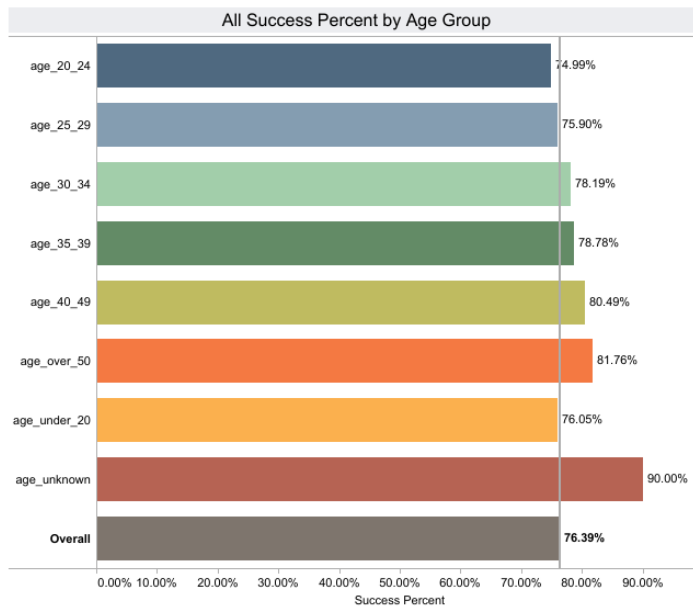| Ethnicity	Percentage Point Gap
Black or African American	-6.35%
Hispanic / Latino	1.09%
Two or More Races	-9.99%
Unknown / Non-Respondent	0.32%
White	1.42%
Overall	**0.00%**

Academic Year: All
Department: French
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Ethnicity

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.

Successful Course Completion by Student Subpopulation

All Success Percent by Age Group

Age Group	Success Percent
age_20_24	74.99%
age_25_29	75.90%
age_30_34	78.19%
age_35_39	78.78%
age_40_49	80.49%
age_over_50	81.76%
age_under_20	76.05%
age_unknown	90.00%
Overall	**76.39%**

Performance Gaps

Age Group	Percentage Point Gap
age_20_24	-1.40%
age_25_29	-0.48%
age_30_34	1.81%
age_35_39	2.40%
age_40_49	4.10%
age_over_50	5.37%
age_under_20	-0.33%
age_unknown	13.61%
Overall	**0.00%**

Academic Year: All
Department: All
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Age Group

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.

There is very little gap between Hispanic/Latino students and white students and a bigger gap between those groups and black students. The success rate of students over the age of 50 is 100%, and the lowest are those between the ages of 25-29. High school students have a the second lowest success rate.

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PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

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Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

    NONE

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic 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		

3. 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 2024 academic 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			

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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
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SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #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 box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic 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
   o New online courses for 201 and 202 courses
C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections
F. Other

COLLAB will transform our current language lab (Room 6105) into a dynamic, interactive space designed to support students studying French and other world languages, as well as communication students. This dedicated area will provide French students with opportunities to engage in collaborative language practice, work together on group projects, and strengthen their conversational skills in a supportive environment. Unlike journalism, which has a designated lab space, language students will benefit from a flexible, multifunctional area tailored specifically to language acquisition and cultural exploration.

The COLLAB space will feature computers for individual and group work, along with a recording corner where French students can practice and record dialogues, presentations, and creative projects in French. This environment will encourage peer-to-peer interaction as well as independent skill development, both of which are crucial for building confidence in listening, speaking, and writing in the target language.

By fostering spontaneous conversations, collaborative writing sessions, and group brainstorming activities, COLLAB directly supports key student learning outcomes for French courses, particularly in the areas of:

Oral proficiency — through informal conversation practice, structured speaking activities, and peer feedback.

Written communication — by providing a comfortable space where students can draft, revise, and refine their written work together, building confidence in their ability to communicate ideas in French.

12 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
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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.