

Program: French

Division: Arts and Humanities

Writer(s): Savanna Alliband-McGrew

SLO/SAO Point-Person:

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- *Working with the Curriculum Committee to create the Non-Credit course for lifelong learners.*
- *The work is complete for this and should be available for the Fall 2026 registration period. This upgrade to the registration process for students who want to repeat the course cannot be underestimated. This is a real benefit to students who want to continue learning French at LPC after completion of the two courses we offer.*
- *Offering students one/one speaking opportunities with native speakers using the platform Conversifi. This was offered to all registered students in French 1B using Lottery Budget funds.*

2. Please describe your most important **challenges** in year 24-25.

- Not being able to offer the 2A/2B course also limits the French program. A certificate in French would be possible if we were offering the upper-level courses. Instead, any student who wants to continue studying French is required to seek out programs at other institutions.
- Students are unable to complete a certificate in French at LPC. They are also unable to complete upperlevel French 2A/2B courses here if they are in the Global Studies program.
- Suggestions: Consider offering a combined 2A/2B course every-other Fall semester in combination with the current programming

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

Program Review Update 2025

- The current project-based assessment method for the French courses provides a thorough assessment of students' ability to communicate, write, and understand French. The recommendation is to continue this format for SLO assessment going forward.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- Continued work on the Canvas courses for French 1A & 1B, which is used in lieu of a textbook to offer a LCTB opportunity for students. Continuing to refine a project-based assessment method for the French courses, rather than exam-based assessments. This is a more flexible grading policy that meets each individual student where they are allowing for demonstration of personal growth with the language over the course of the semester, instead of a pre-established one size-fits-all rubric.
- This work continues to support the college's planning priorities for student achievement and equity.
- Working with Global Engagement Task Force and Community Education to start developing an education trip to France, possibly for 2027.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

Instructions:

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this completed form to Program Review chair Karin Spirn and your Dean by November 3.
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect your program status during the 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.