

2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023-24

PROGRAM(S): GERMAN / CREATIVE ARTS, HUMANITIES, AND COMMUNICATION

CLUSTER: LANGUAGES AND COMMUNICATION

AREA OF STUDY: GERMAN

LAST YEAR CPPR COMPLETED: 2022 NEXT SCHEDULED CPPR: 2024. CURRENT DATE: 2/23/2024

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 this [SharePoint 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):

German

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.

Two changes have been made in 2023-2024. Modality: German 201 and 202 continued through Fall semester 2023 in the fully asynchronous, online mode that it had been in since 2018.

Beginning Spring 2024, we are offering German 201 (first semester) in a different mode -- fully online with a once-weekly synchronous class. This change was made to a) provide more opportunity for synchronous speaking with instructor feedback, and b) foster greater class cohesion. Six weeks into the semester, the improvement in these regards is already evident.

We plan to offer German 202 (second semester) also in a fully online + once-weekly synchronous class beginning in Fall 2024. Tutors: we have hired two German tutors who meet at scheduled hours with students in the College's Student Success Center. Besides the benefit of having a peer tutor in the subject, the cultural advantage is great -- the students we hired are native Germans and can offer students a contemporary look into German culture.

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.

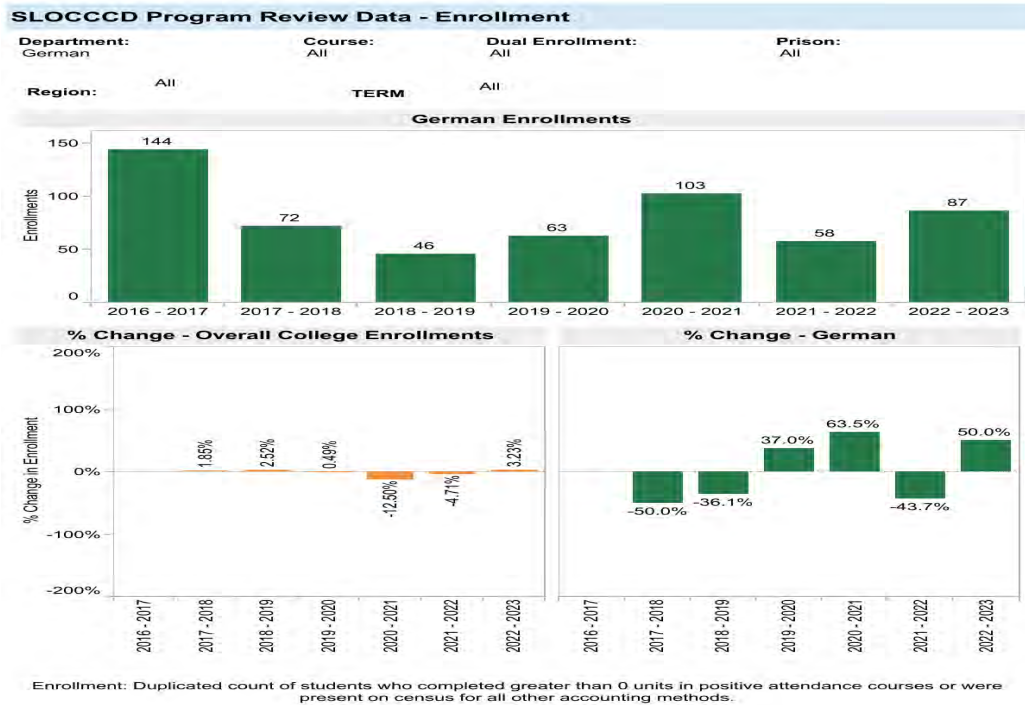
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

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)

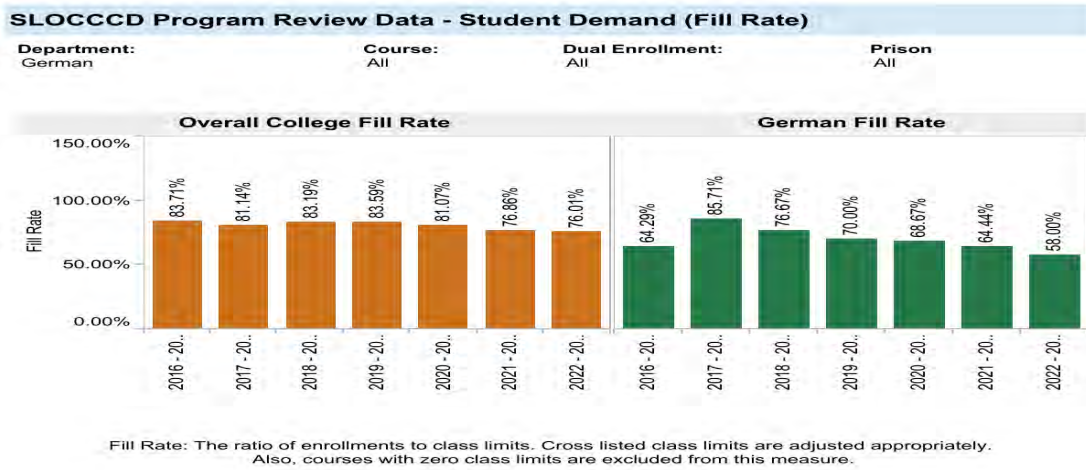
Insert the data chart and explain observed differences between the program and the college.



The decrease in German enrollment at Cuesta College may reflect a nationwide trend that has seen German eliminated from high school programs, with colleges and universities following suit. The Modern Language Association reports regularly on foreign language program trends across the US. Data from an MLA survey of trends between 2016-2021 show enrollment in non-English language courses at U.S. colleges and universities dropped 16.6% between 2016 and 2021. The biggest declines were in German (-33.6%), followed by Arabic (-27.4%) and Modern Hebrew (-26%).

B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

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



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.

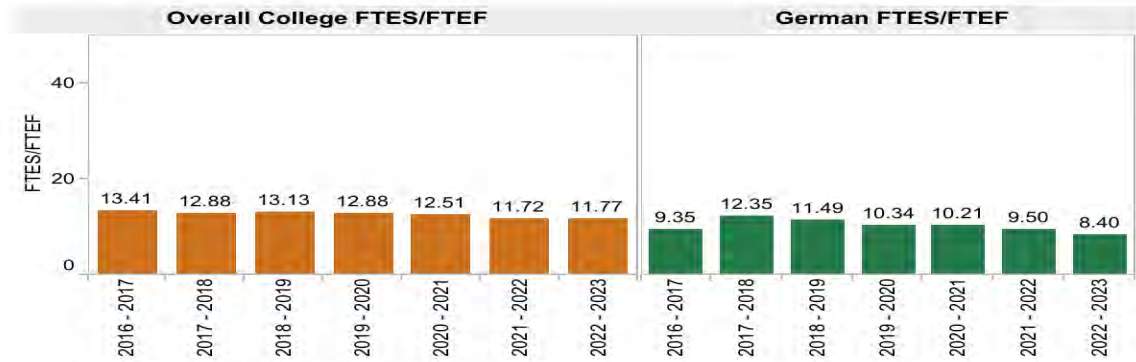
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
German

Course:
All

Dual Enrollment:
All

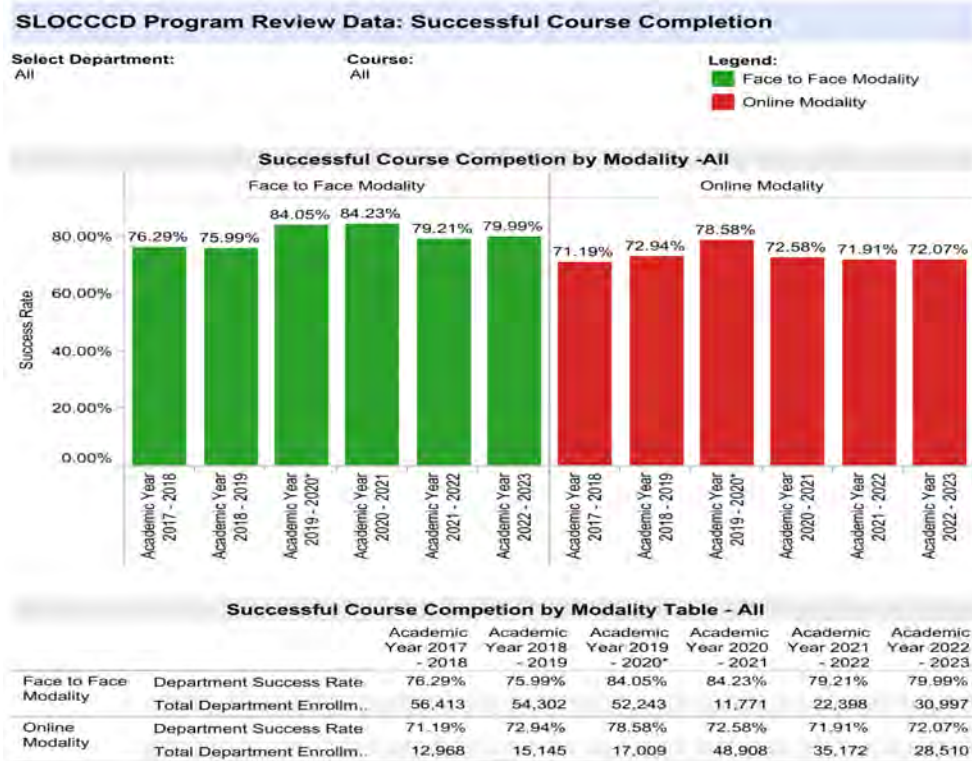
Prison:
All



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)



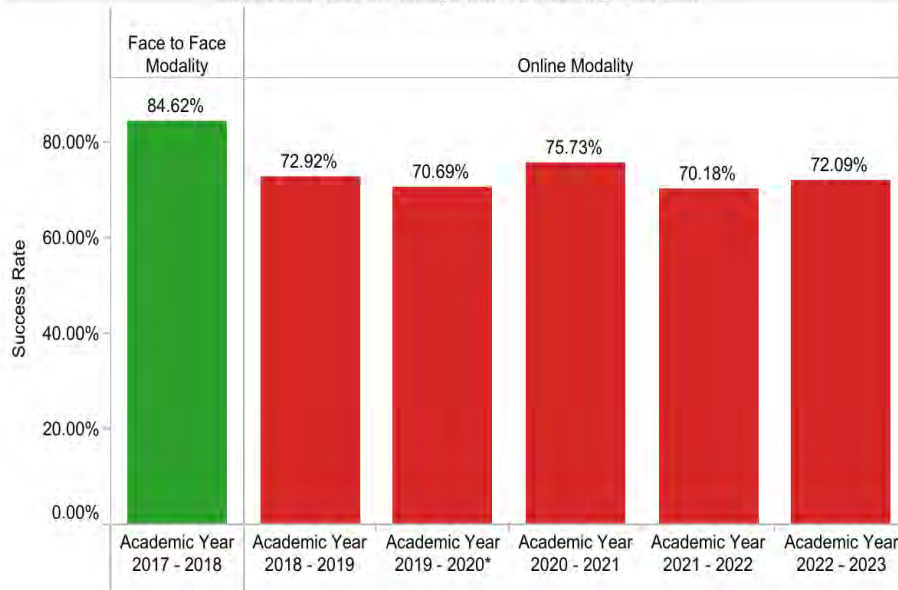
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
German

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality

Successful Course Completion by Modality -German



Successful Course Completion by Modality Table - German

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	84.62%					
	Total Department Enrollm..	52.0					
Online Modality	Department Success Rate		72.92%	70.69%	75.73%	70.18%	72.09%
	Total Department Enrollm..		49.0	63.0	104.0	58.0	88.0

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E. Degrees and Certificates Awarded (Insert Data Chart)

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



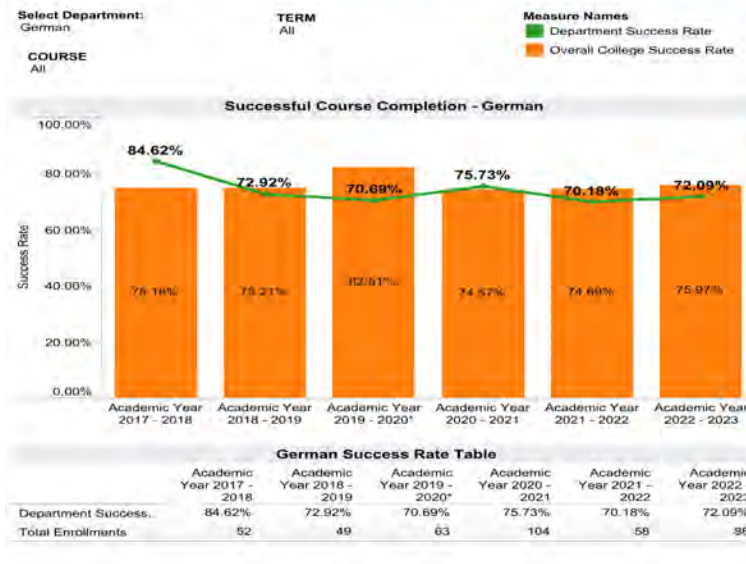
college.

N/A: the German program does not offer a major, minor or certificate.

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

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

SLOCCCD Program Review Data: Successful Course Completion

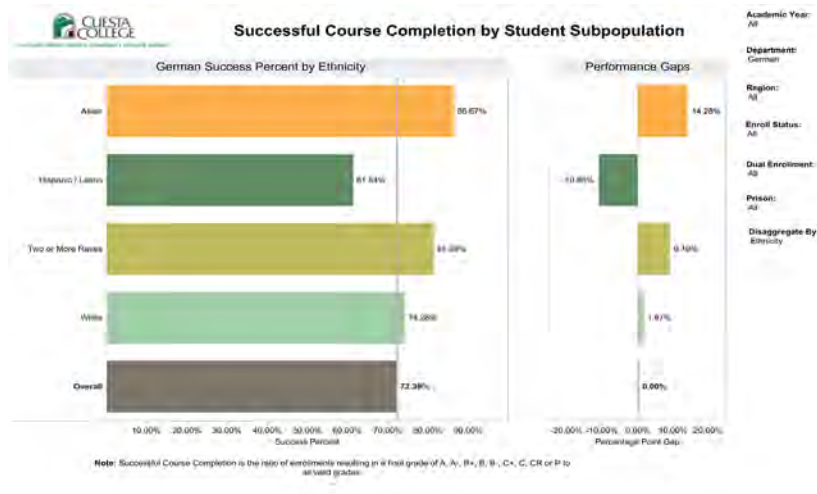


Success: The Percentage of student enrollments resulting in a final grade of "C" or better

college.

Click here to enter text.

- 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?

I observe the gap in successful course completion rates between Asian, two or more races, White and Hispanic/Latino. Adopting new course materials that include more discussion of non-White cultures within the German-speaking countries might help address the equity gap, if students can identify more closely with the target cultures and thus be more engaged with the material.

Programs and Curriculum Review PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

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

NONE

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the ____ 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	N/A	N/A

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 ____ 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)

B. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #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 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			

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 ____ 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	N/A	N/A	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.*

No curricular changes were made in previous year. For changes in current year (2023-24) please see my narrative above, General Program Update, which outlines change in modality for both German 201 (starting Spring 2024) and German 202 (starting Fall 2024).

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.
I anticipate adopting a new textbook in future, as part of goal to increase enrollment.
- B. Anticipated changes in curriculum, scheduling or delivery modality
Change from fully asynchronous to online with synchronous weekly class.
- C. Levels, delivery or types of services
Addition of German tutor in Student Success Center.
- D. Facilities changes

COLLAB (CO = communication. L = languages. LAB = same word. COLLAB = Collaborative)

COLLAB is our division's proposed repurposing of the current language lab (6105) into a new space for our LangComm students, particularly languages and communication students since journalism students have their own lab. The preliminary vision for the space involves a design that allows for connections among students, language dialog practice, and communication and language course group collaboration; it will also provide some computers for student work and a recording corner for students to record themselves dialoging in their learning language, speaking or signing solo, or for other creative languages and communications projects.

Our COLLAB supports the following student learning outcomes for German courses: 1. Oral communication skills (by offering communal and casual space for speaking practice, as spontaneous conversation and as directed practice activities; both forms are key to developing oral communication

skills). 2. Written communication skills (by offering a communal workspace for students to write and to brainstorm on written assignments; developing writing skills includes a key collaborative component, and a space like COLLAB that enables group or partner work in writing assignments would be invaluable.

E. Staffing projections

F. Other

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		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> 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.