INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2023

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: 2   **Area of Study:** Creative Arts, Humanities, and Communication   **Program: German**   **Current Academic Year:**   2022-2023

Last Academic Year CPPR Completed: 2021-2022   **Current Date:** 3/1/2023

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I.   Describe how this program review was conducted, including how all program members were involved in the planning process.

II.   **GENERAL PROGRAM INFORMATION**

A.   Program Mission

Program's mission is to offer the full first-year German language and culture sequence. Specifically, students completing both courses in the sequence develop basic skills in speaking, reading, writing and comprehending German; understand fundamental aspects of the German-speaking cultures; and are prepared to continue their German studies at a transfer institution.

B.   Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

There are no significant changes. The German program continues in its 2-sequence pattern (German 1 and German 2), and continues to serve a mixed student population: non-degree students who are learning German for personal reasons; degree students who are fulfilling language requirements, particularly in preparation for transfer to 4-year school; and high school students who are dual enrolled. This has been a steady demographic pattern.

C. List all current full-time and part-time faculty in the program.

III. **PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

The German program offers language training and culture exposure to broaden students 'cultural and linguistic education and develop critical thinking skills about cultural topics.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

C. Identify how your program helps students achieve Institutional Learning Outcomes.

IV. **PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS (Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).**
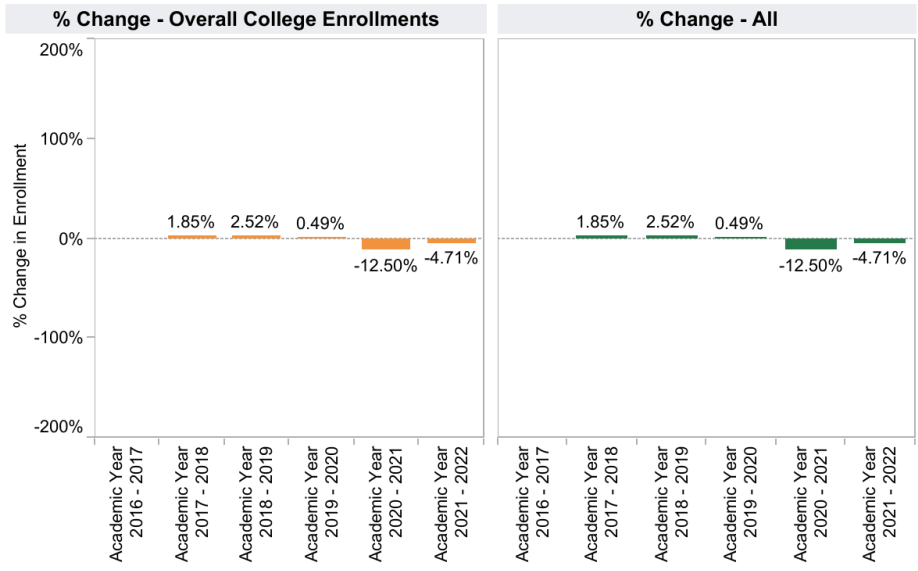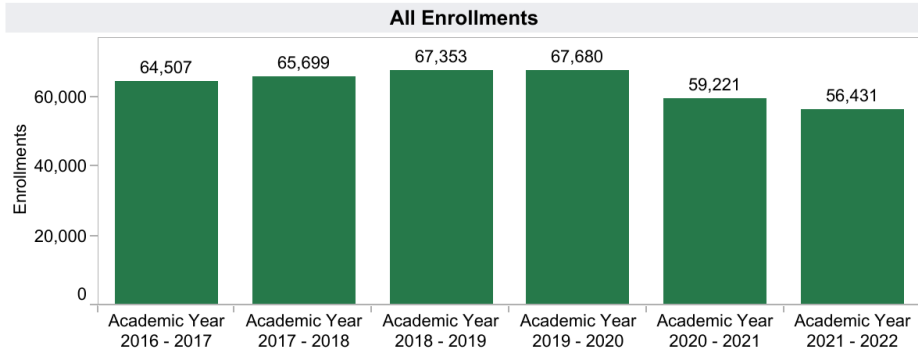
A. General Enrollment (Insert Aggregated Data Chart)

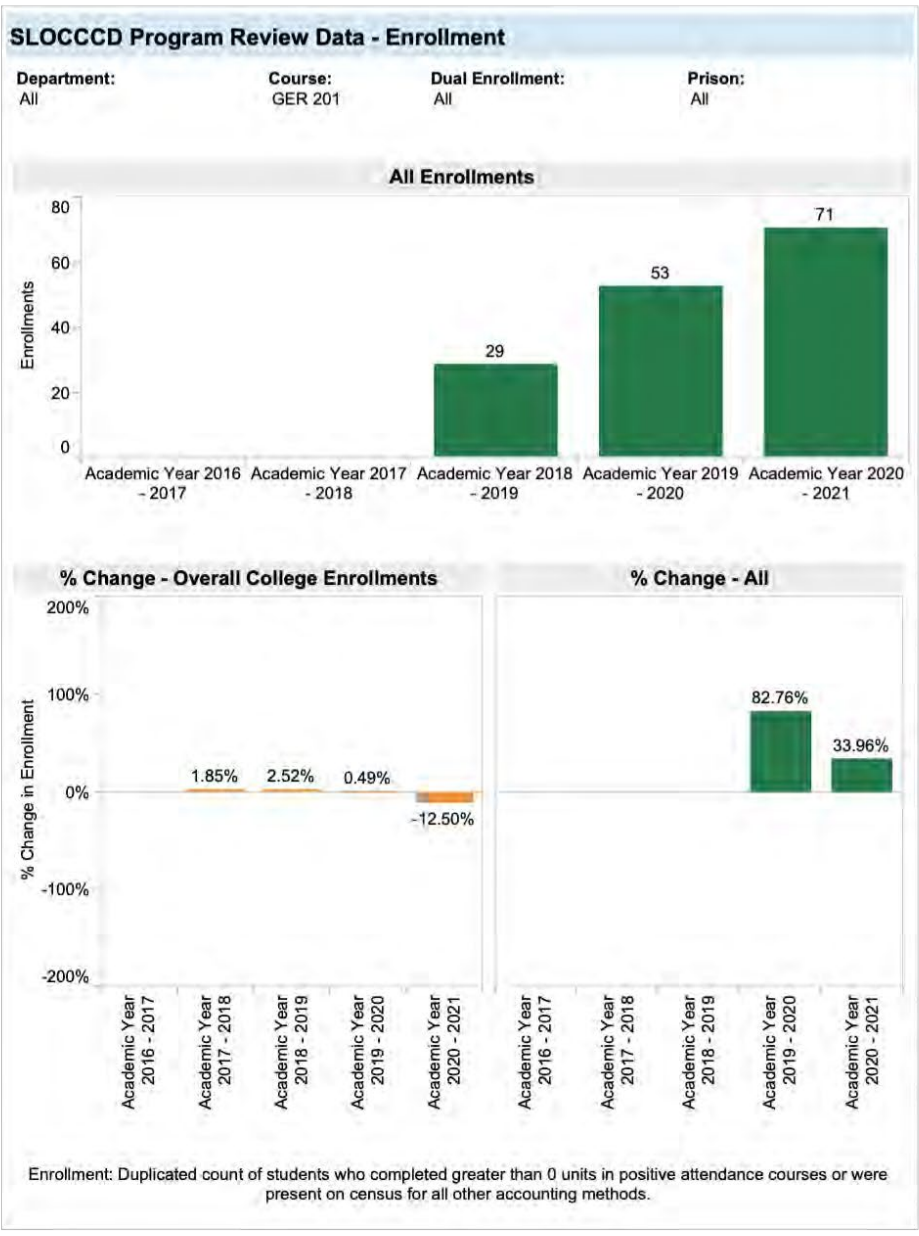Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

Department:
All

Course:
All

Dual Enrollment:
All

Prison:
All

Region: All

All Enrollments

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
64,507	65,699	67,353	67,680	59,221	56,431

% Change - Overall College Enrollments

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
	1.85%	2.52%	0.49%	-12.50%	-4.71%

% Change - All

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
	1.85%	2.52%	0.49%	-12.50%	-4.71%

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.
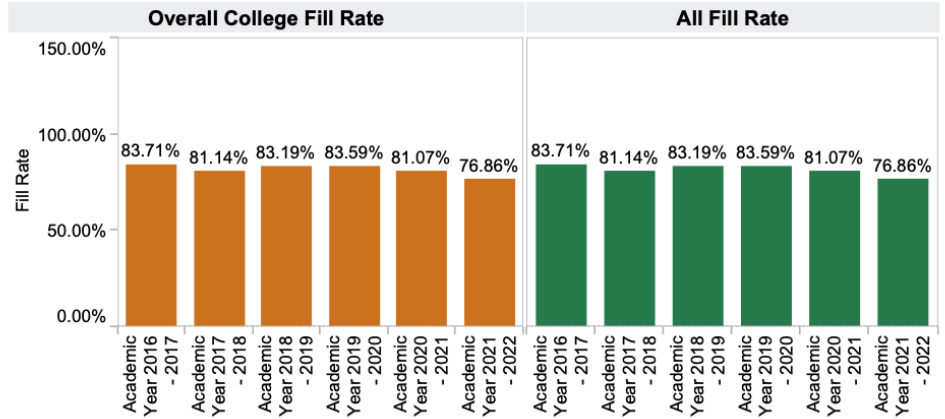
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SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
All	GER 201	All	All

All Enrollments

Academic Year	Enrollments
Academic Year 2016 – 2017	
Academic Year 2017 – 2018	
Academic Year 2018 – 2019	29
Academic Year 2019 – 2020	53
Academic Year 2020 – 2021	71

% Change - Overall College Enrollments

Academic Year	% Change in Enrollment
Academic Year 2016 - 2017	1.85%
Academic Year 2017 - 2018	2.52%
Academic Year 2018 - 2019	0.49%
Academic Year 2019 - 2020	-12.50%
Academic Year 2020 - 2021	

% Change - All

Academic Year	% Change
Academic Year 2016 - 2017	
Academic Year 2017 - 2018	
Academic Year 2018 - 2019	
Academic Year 2019 - 2020	82.76%
Academic Year 2020 - 2021	33.96%

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.

The switch to DE/online mode continues to impact the final enrollments, as it has in the past 5 years: registration typically starts out close to cap, but decreases to around the low 20s by the fourth week of the term. Students who drop usually say that they find they would prefer to take a language class in person. One noteworthy change over the

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past year is that the high school dual-enrolled students have performed consistently

SLOCCCD Program Review Data - Student Demand (Fill Rate)

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

Overall College Fill Rate | All Fill Rate

	Overall College Fill Rate	All Fill Rate
Academic Year 2016 - 2017	83.71%	83.71%
Academic Year 2017 - 2018	81.14%	81.14%
Academic Year 2018 - 2019	83.19%	83.19%
Academic Year 2019 - 2020	83.59%	83.59%
Academic Year 2020 - 2021	81.07%	81.07%
Academic Year 2021 - 2022	76.86%	76.86%

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.

7 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
General Student Demand (Fill Rate) (Insert Aggregated Data Chart)
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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Insert the data chart and explain observed differences between the program and the college.

Historically German tends to be a smaller program at institutions, both state-wide and nationally; undergraduate German programs have been cut over the last decade at higher ed institutions nationwide. Click here to enter text.

B. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

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

See above.

C. Student Success—Course Completion by Modality (Insert Data Chart)

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

See above.

D. Degrees and Certificates Awarded (Insert Data Chart)

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

The German program at Cuesta does not over an AA or a certificate.

Click here to enter text.

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

Insert the data chart and explain observed differences between the program and Institutional Set Standard. If your program did not meet the Institutional Set Standard, please describe how you implement the activities to meet Institutional Set Standard.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: All	TERM All	Measure Names
COURSE All		Department Success Rate
		Overall College Success Rate

Successful Course Completion - All

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
	75.67%	75.48%	82.51%	74.60%	74.72%
	75.67%	75.48%	82.51%	74.60%	74.72%

All Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	75.67%	75.48%	82.51%	74.60%	74.72%
Total Enrollments	65,897	67,718	68,852	60,205	57,057

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

What resources might you need to meet and exceed the Institutional Set Standard?

F. 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 strategies have you implemented to address equity gaps in the classroom?

- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?

- What resources might you need to minimize equity gaps?

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.

V. PROGRAMS AND CURRICULUM REVIEW

A. Programs Review

a. Review the CurricUNET "Program of Study" outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)

b. **For all Currently Active Programs/Certificates**, review the CurricUNET "Program of Study" outline for each active program/certificate and complete the table by indicating yes/no for each column.

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are "no" for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.

B. Curriculum Review

Complete the Curriculum Review Worksheet ([download from this folder](#)) and submit the form with your CPPR.

Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

What is the purpose of the worksheet? Completing the worksheet provides evidence that the curriculum (including course delivery modalities) have been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that you have reviewed that the entries on the course outline of record (CurricUNET format) are appropriate and complete.

VI. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

D. Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet (download from this folder) and review the Resource Allocation Rubric.

VII. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives

B. Institutional Learning Outcomes

C. Program outcomes

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling

B. Support services to promote success, persistence and retention

C. Facilities needs

D. Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

VIII.   END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

IX. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment] with your Dean before May 12, 2023.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Bradley Langer   Mar 7, 2023

Division Chair/Director Name	Signature	Date

Anne Schreiber   Mar 7, 2023
Anne Schreiber (Mar 7, 2023 11:28 CST)

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: Faculty Prioritization Process Handbook

APPLICABLE SIGNATURES:

Aubrey Kuan Roderick
Aubrey Kuan Roderick (Mar 13, 2023 14:42 PDT)   Mar 13, 2023
Vice President/Dean   **Date**

Bradley Langer   Mar 7, 2023
Division Chair/Director/Designee   **Date**

Other (when applicable)   **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

GERMAN-Instructional Comprehensive Program Planning and Review

Final Audit Report   2023-03-13

Created:	2023-03-07
By:	Anna Paez (anna_paez@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA0LSZH2dMEaeiaBsC4a2LpAhlfUXQnXIp

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