INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2018

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 Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: ARTS, HUMANITIES, SOCIAL SCIENCES **Program:** GERMAN
Current Academic Year: 2017-2018

Last Academic Year CPPR Completed: SPRING 2013 **Current Date:** MARCH 5, 2018

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program mission (optional)

The **German Program** prepares transfer students for a major or minor in German or for continuing language study at four- year institutions by giving them functional communication skills and cultural knowledge, which can also be used in the workplace or when traveling, studying, working, or living in areas where the target language is used.

The general goal of the **German Discipline** is three-fold:

(1) To prepare students effectively in all stated student-learning outcomes (listening, speaking, reading, writing, culture)

(2) To successfully prepare students wishing to continue their study of German at four-year colleges/universities

Our academic discipline is an enthusiastic participant in the philosophy of serving traditional college students and offering classes to San Luis Obispo County's community at large. We offer outstanding instruction in first-year German. Our face-to-face courses are moving toward DE (online) delivery, with the goal of increasing enrollment and providing the opportunity to study German to community college students who live beyond a comfortable commute to San Luis Obiospo campus.

We provide a positive and comfortable classroom environment and excellent instruction to students who have ranged from ages 15 to early 60's, and come from various socio–economic and ethnic–cultural backgrounds. The majority of students enrolled in German classes are transfer–oriented.

Upon successful completion of one of courses, a typical student makes a smooth transition into the next level. Our students are well prepared when they transfer into German classes at a four–year college or university. Their preparation includes the areas of listening comprehension, vocabulary–building, conceptual grammar, oral interaction, paragraph writing, and reading comprehension.

B. Brief history of the program

The German program has been in existence since XXX. Petra Clayton, who retired in Spring 2017, taught as the lead instructor for nearly 30 years. She developed the German program, offering first- and second-year face-to-face classes. The new instructor since Fall 2017, Anne Schreiber, is helping the Administration move German courses to online (DE) mode.

C. Include significant changes/improvements since the last Program Review

The major change is to incorporate a significant element of online and e-textbook activity, homework and assessment. This provides students with greater flexibility, and frees up class time for greater concentration on speaking activities. Additionally, the program is offering film showings, class visits from native Germans and Austrians studying at Cal Poly, and participation in a Global Portal session with people in Berlin.

D. List current faculty, including part-time faculty

Anne Schreiber, PhD

E. Describe how the Program Review was conducted and who was involved

The review was done by Anne Schreiber, collaborating with Tony Rector- Cavagnaro.

II. 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.

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.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

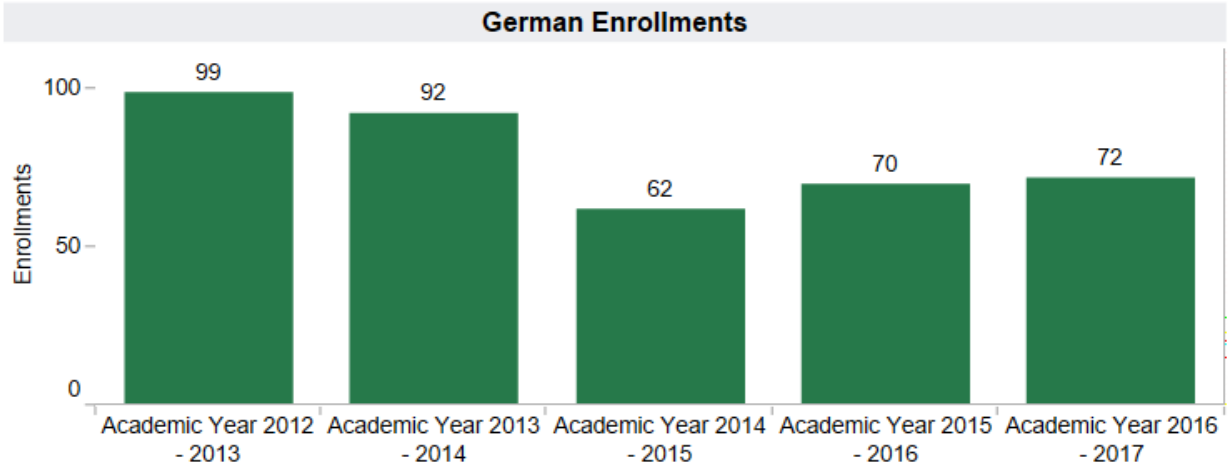
The data components are hyperlinked below.

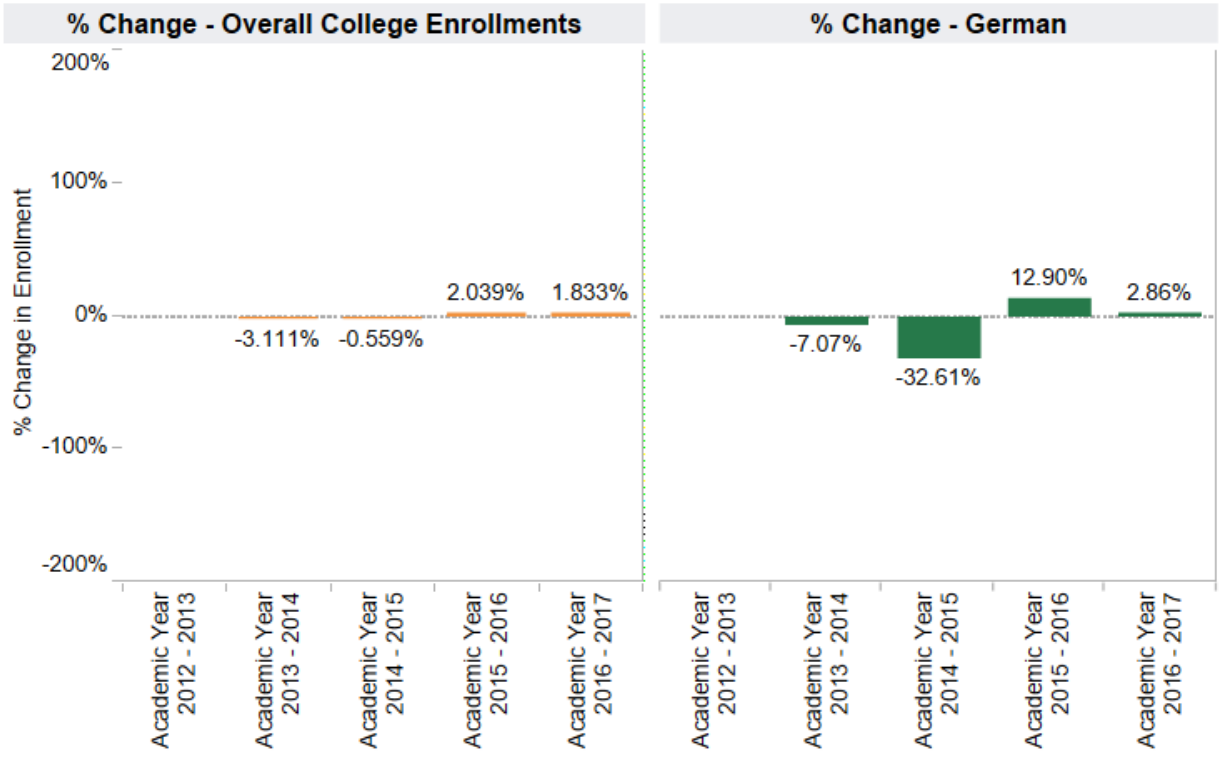
General Enrollment (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college. **German enrollment peaked during 2012-2014, abated somewhat during 2014-2015, then began to increase slowly again during 2015-2017. Compared to College-wide enrollments, German has been both slightly above and slightly below the College average**.

SLOCCCD Program Review Data - Enrollment

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





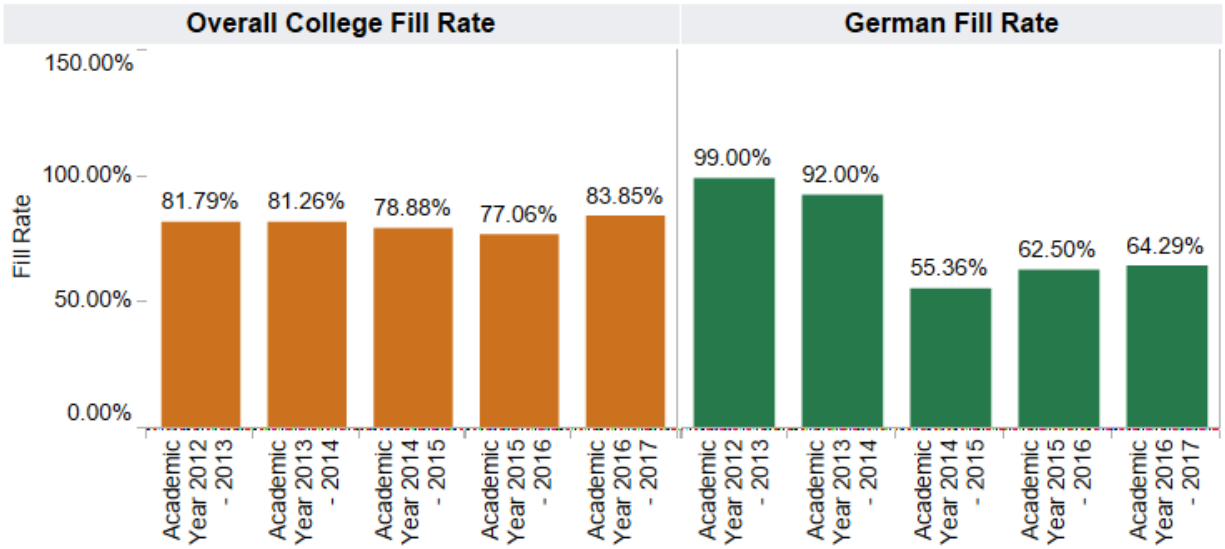
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

[General Student Demand (Fill Rate) (Insert Aggregated Data Chart)]

Insert the data chart and explain observed differences between the program and the college.
Between 2012-2014, German fill rate was slightly higher than College average; during 2014-2017 it was somewhat lower than the College average.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

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



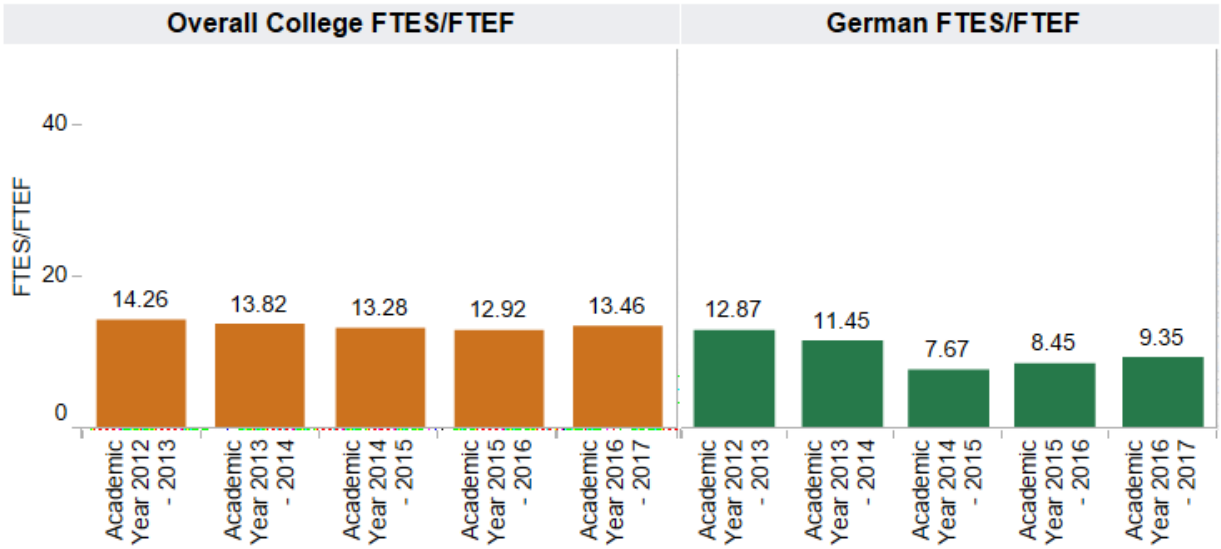
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

[General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)]

Insert the data chart and explain observed differences between the program and the college. **German FTES have been slightly lower than the College average, with the largest dip being 2014-2015**.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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



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

[Student Success—Course Modality (Insert Data Chart)]

Insert the data chart and explain observed differences between the program and the college.
Successful course completion in German fluctuated between 68% and 57%. **The pattern is similar to above data: low years occurred between 2013-2015.**

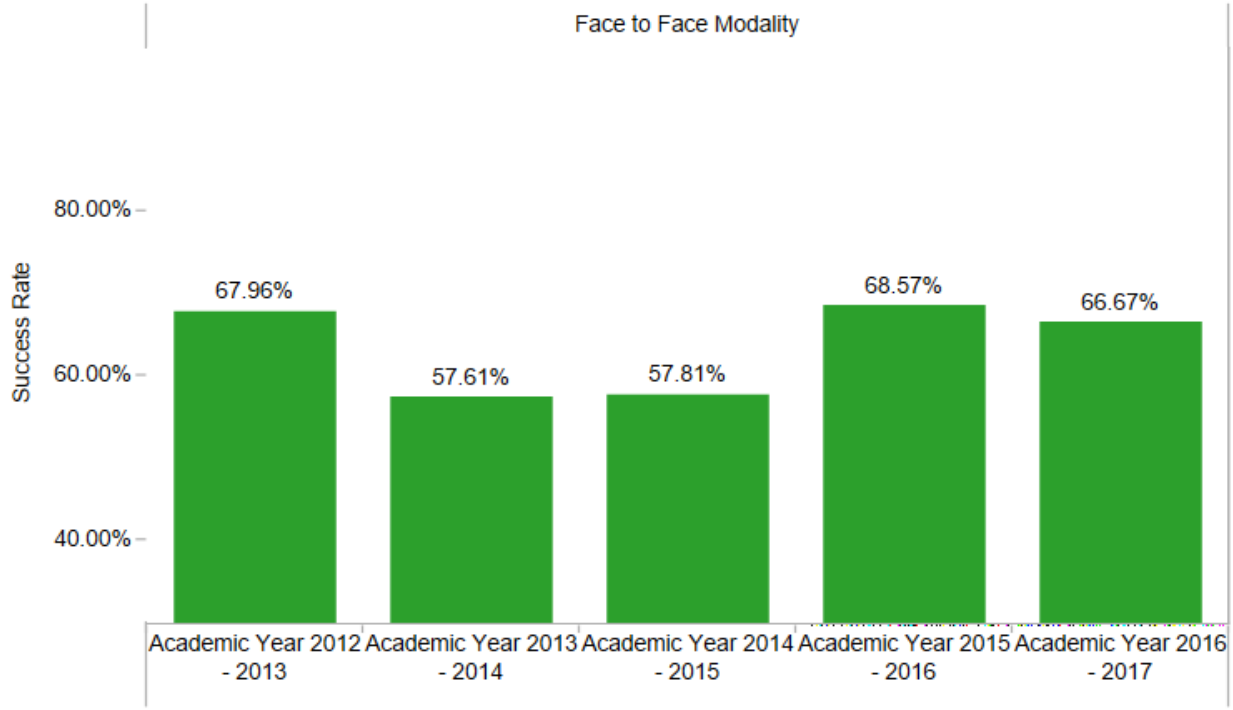
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
German

Course:
All

Legend:
Face to Face Modality

Successful Course Competion by Modality -German



Successful Course Competion by Modality Table - German

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	67.96%	57.61%	57.81%	68.57%	66.67%
	Total Department Enrollments	103.0	92.0	64.0	70.0	75.0

[Degrees and Certificates Awarded (Insert Data Chart)]

Insert the data chart and explain observed differences between the program and the college.
Between one and two students were on the International Studies track between 2012-2016.

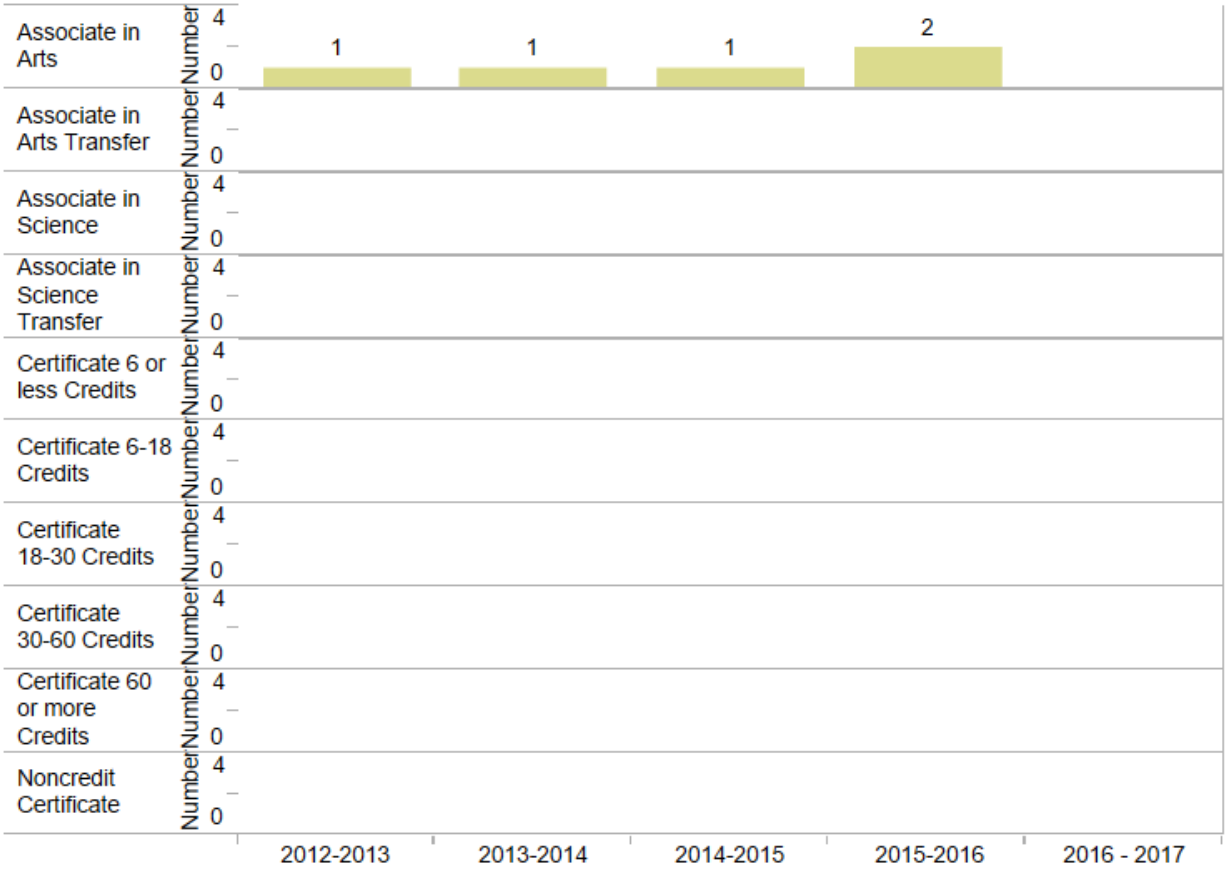
SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
International Studies

Award Type:
All

Program Awards

Top Code Description(s): International Studies
Award(s): International Studies (AA)



Program Awards Table

Award Type	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Arts	International Studies (AA)	1	1	1	2	
	Total	1	1	1	2	
Grand Total		1	1	1	2	

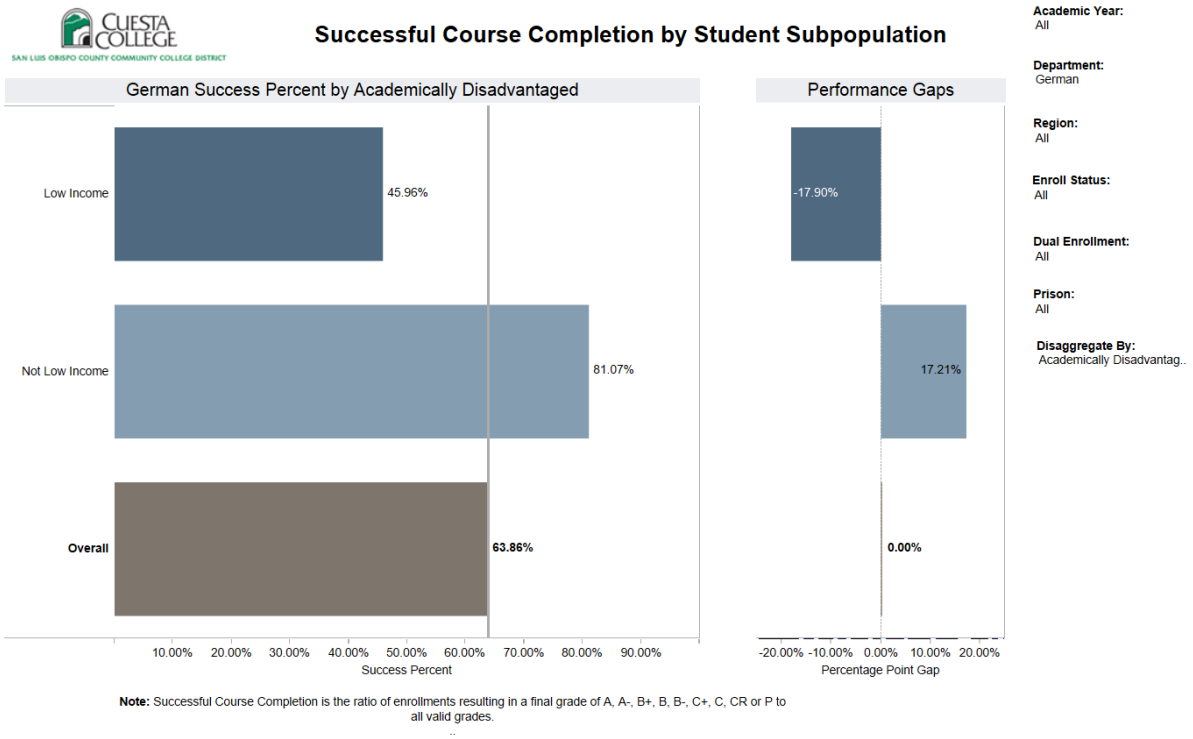
Program Awards: The number of degress and certificates awarded by program type

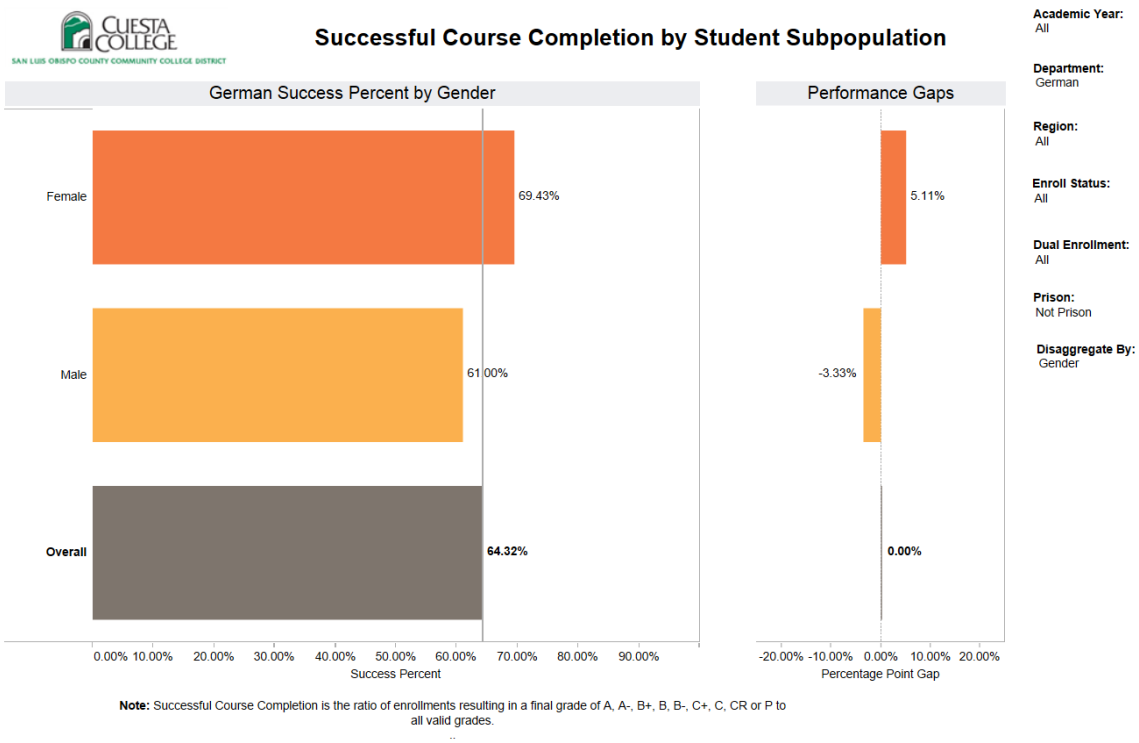
General Student Success – Course Completion (Insert Aggregated Data Chart)

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

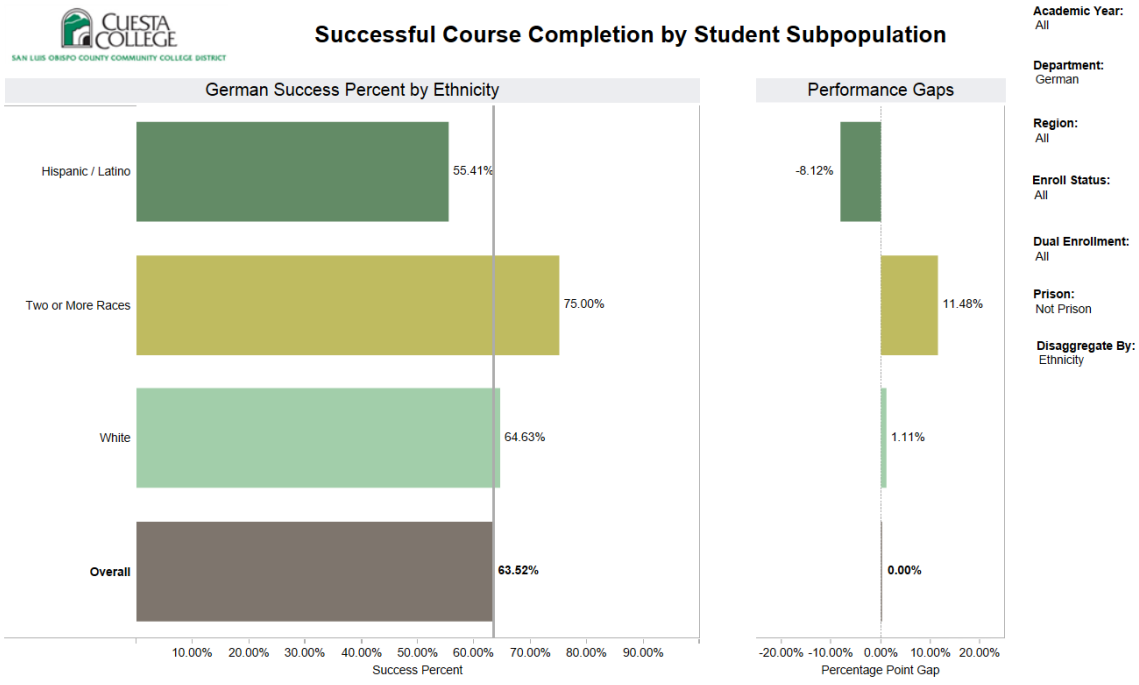
German courses were successfully completed by low income and non-low income students, but a greater percentage of non-low income students successfully completed German courses druing the period in question. The next chart shows that male and female students completed German in nearly equal percantages. The third chart shows that a slightly lower percentage of Hispanic/Latino students successfully completed German courses than did white students or students of two + races. The next chart shows that students with English placement successfully completed German at a slightly higher rate than did students without English placement. The next chart shows that Promise and non-Promise students succesfully completed German at about the same rate. The next chart shows that DSPS students succesfully completed German at about half the rate that non-DSPS students did. The final chart shows that first-generation students successfully completed German at a significantly lower rate than did non-first generation students.

Review the Disaggregated Student Success charts; include any charts that you will reference.





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.



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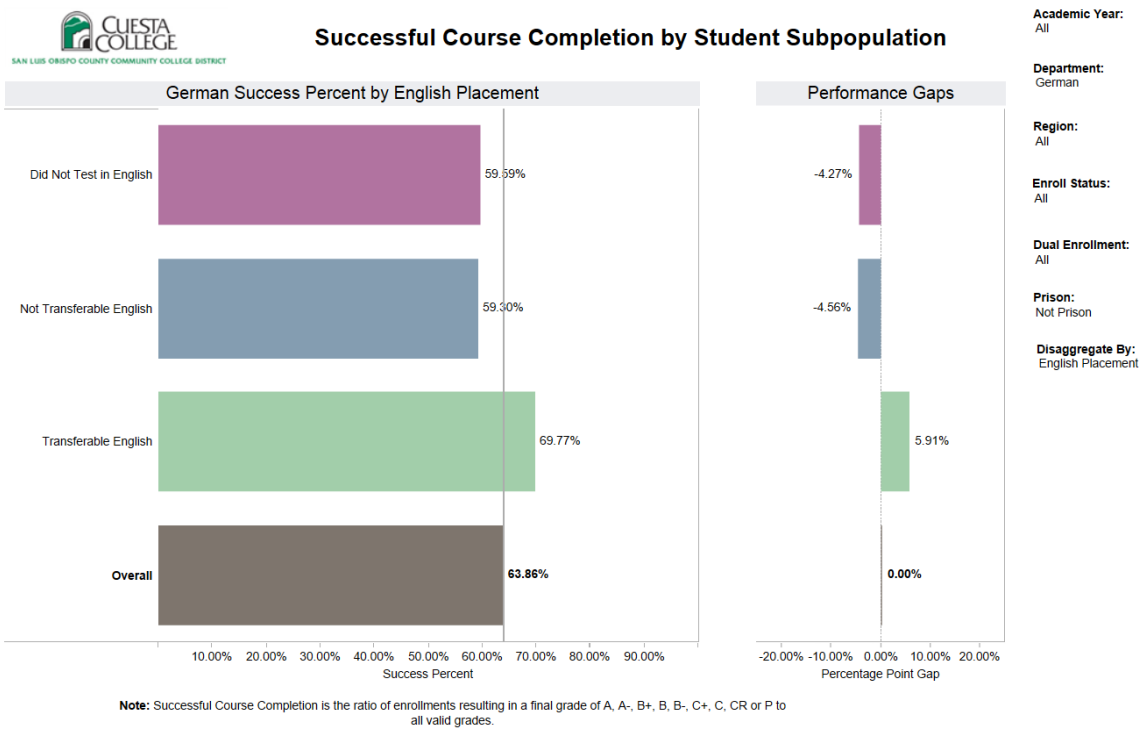

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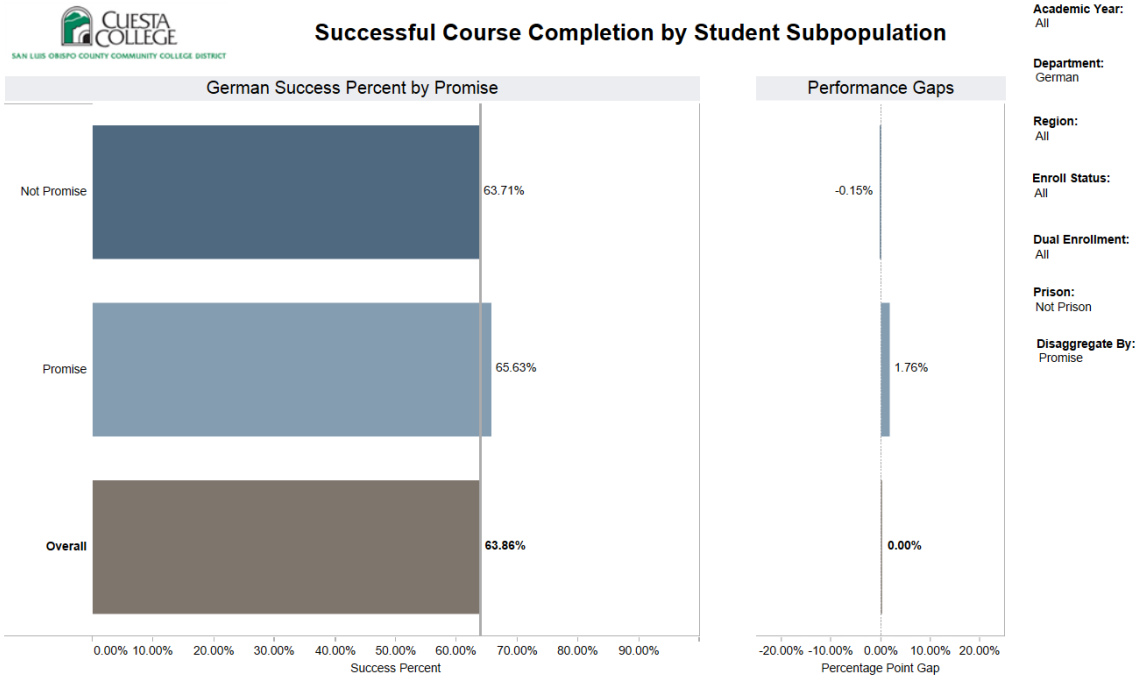

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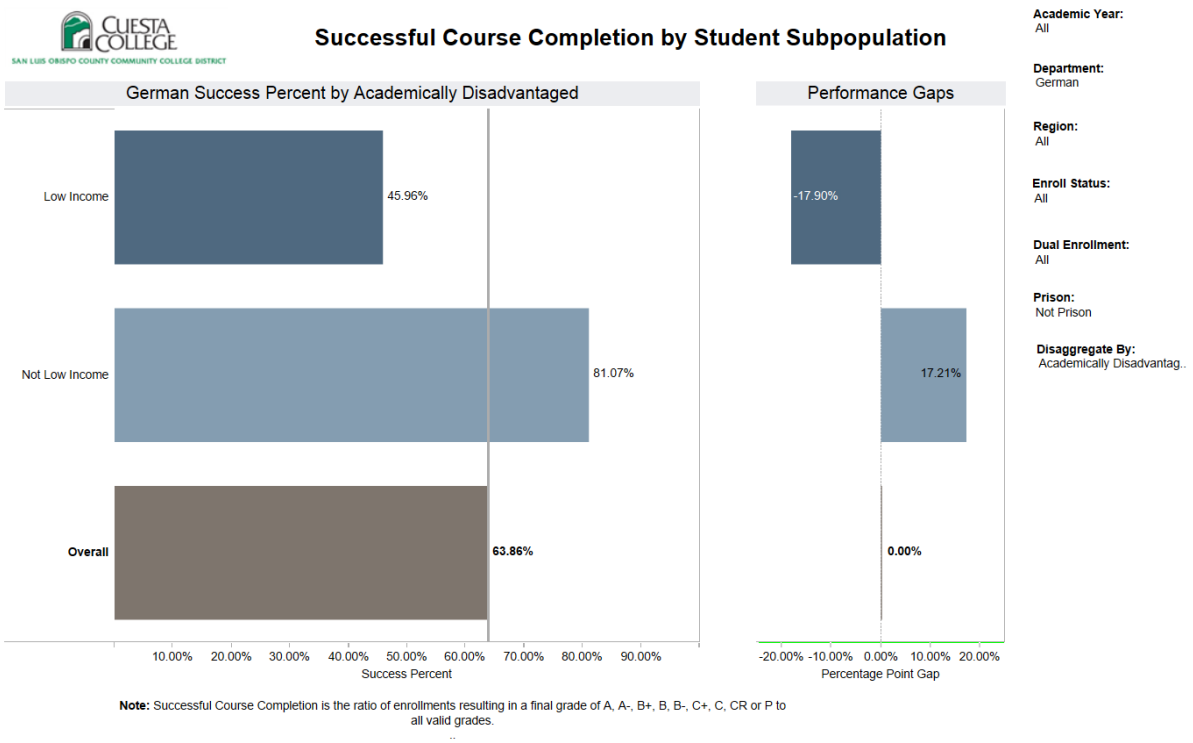
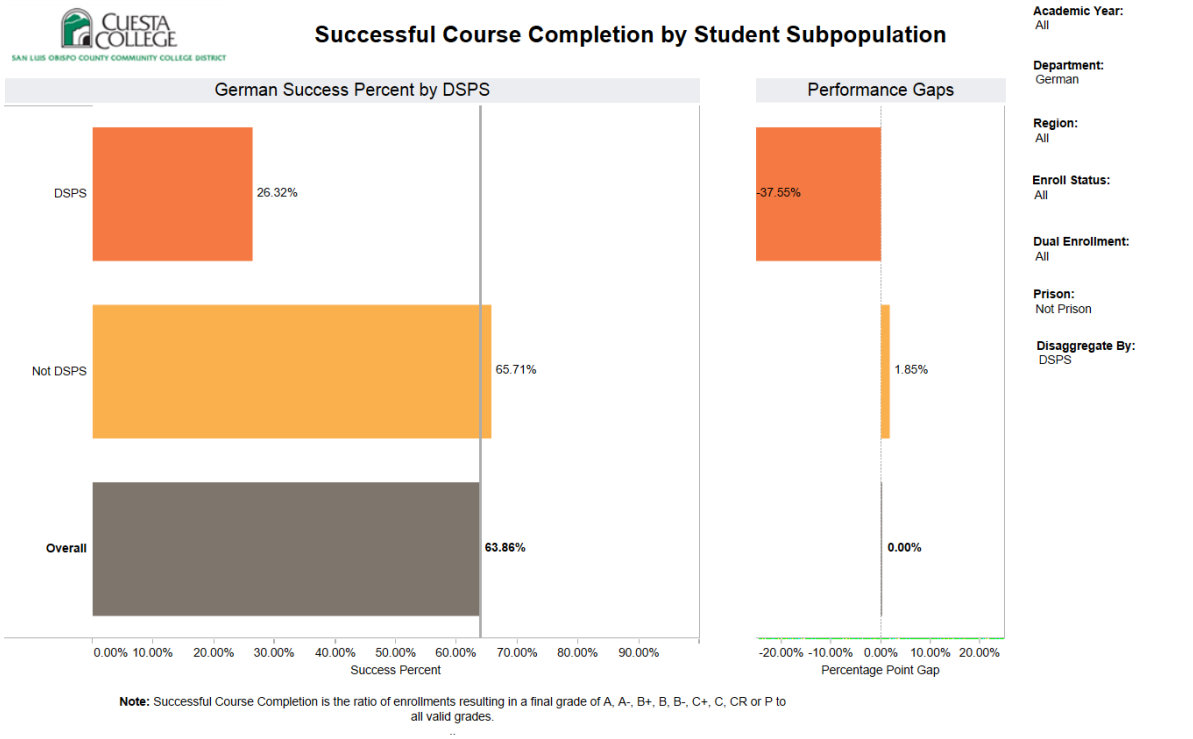
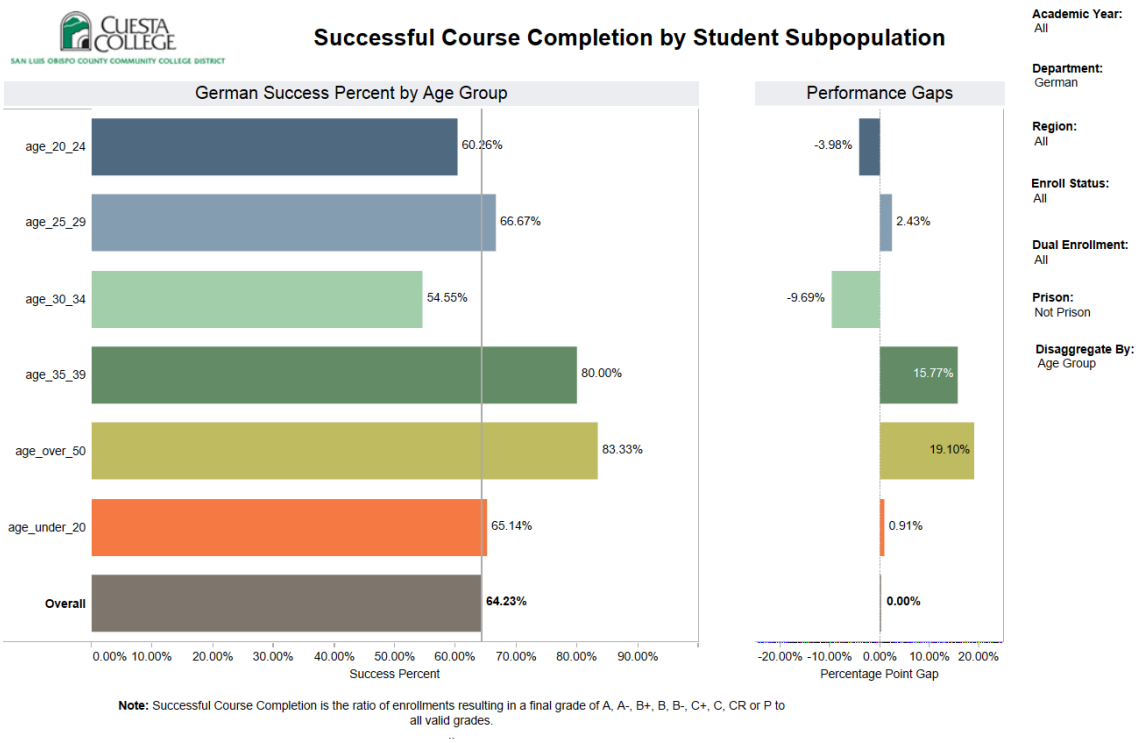
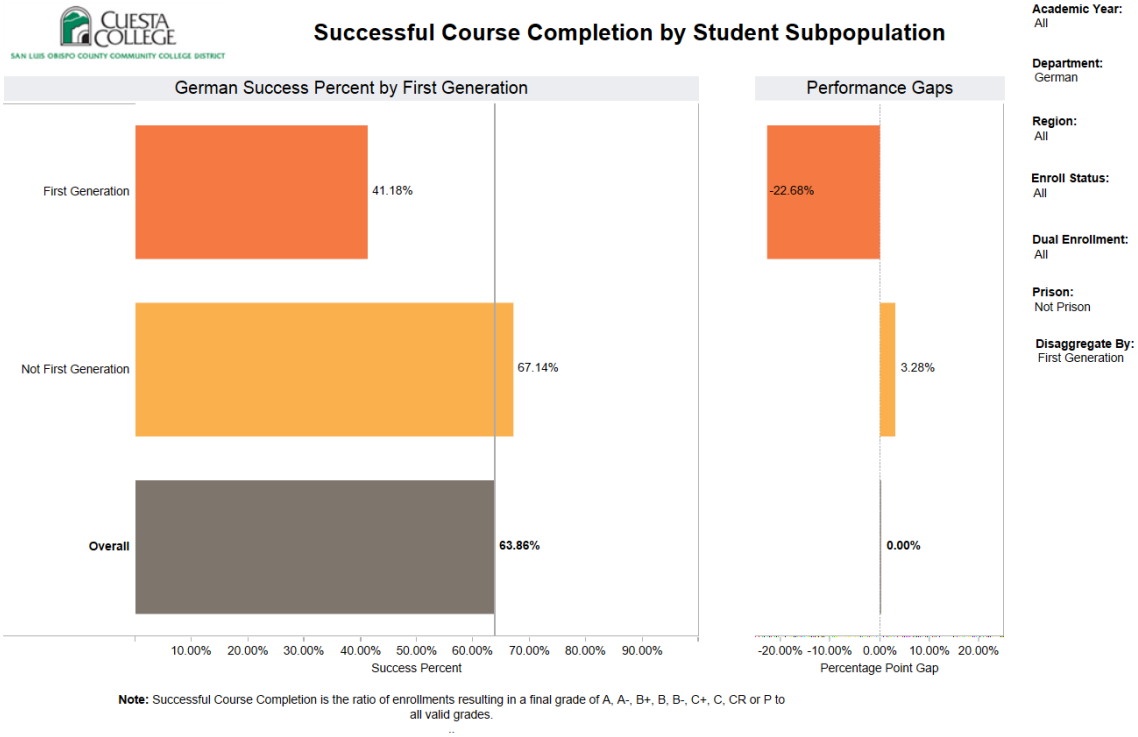

Successful Course Completion by Student Subpopulation
German Success Percent by Academically Disadvantaged
Performance Gaps
Low Income
45.96%
Not Low Income
81.07%
Overall
63.86%
-17.90%
17.21%
0.00%
10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00%
Success Percent
-20.00% -10.00% 0.00% 10.00% 20.00%
Percentage Point Gap
Academic Year:
All
Department:
German
Region:
All
Enroll Status:
All
Dual Enrollment:
All
Prison:
Not Prison
Disaggregate By:
Academically Disadvantag..
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
German Success Percent by DSPS
Performance Gaps
DSPS
26.32%
Not DSPS
65.71%
Overall
63.86%
-37.55%
1.85%
0.00%
0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00%
Success Percent
-20.00% -10.00% 0.00% 10.00% 20.00%
Percentage Point Gap
Academic Year:
All
Department:
German
Region:
All
Enroll Status:
All
Dual Enrollment:
All
Prison:
Not Prison
Disaggregate By:
DSPS
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.





Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

- 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.

IV. CURRICULUM REVIEW

A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the Curriculum Review Template and submit the form within your CPPR.

B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has 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 the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

V. 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. Highlight changes made at the course or program level that have resulted from SLO assessment.

E. 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.

VI. 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.

VII. 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.

VIII. After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment with your Dean before May 15, 2018.

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.

Student Services and Administrative Services 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.)

Anthony Rector *(signed electronically)*

Division Chair, Languages and Communications	**March 5, 2018**

Anne Schreiber *(signed electronically)*

German Instructor	**March 5, 2018**

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: https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook

APPLICABLE SIGNATURES:

Vice President/Dean **Date**

Anthony Rector *(signed electronically)*

Division Chair, Languages and Communications **March 5, 2018**

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.

OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: https://www.surveymonkey.com/r/J79W8GW