2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024-25   **PROGRAM(S): GERMAN**
CLUSTER: LANGUAGES AND COMMUNICATION
AREA OF STUDY: GERMAN
LAST YEAR CPPR COMPLETED: 2023 NEXT SCHEDULED CPPR: 2028 CURRENT DATE: 2/25/2025

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):

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. The changes to German 201 and 202 made in the previous academic year – moving from 100% asynchronous to a hybrid model of an asynchronous component combined with a weekly virtual class (synchronous) component—continues to positively impact the program, despite a small enrollment decrease the past year in Ger 201 (steady for Ger 202). The demographics within the courses continue to be spread across California and periodically from abroad (e.g. CA-based students who are living abroad). This geographic range confirms that offering the two courses online is the wisest long-term approach. Student satisfaction: students report that they benefit from synchronous speaking because of the immediate feedback, helpful peer models, and less isolation compared to a 100% asynchronous model. Learning outcomes: students' speaking skills continue to benefit from the weekly virtual class sessions much more than from the previous system of recorded activities and no weekly virtual class. These points confirm that the hybrid model specifically is the wisest approach to continue going forward. Tutors: we continue to hire a German tutor who meets at scheduled hours with students in the College's Student Success Center. The tutor is also available via Zoom, increasing accessibility.

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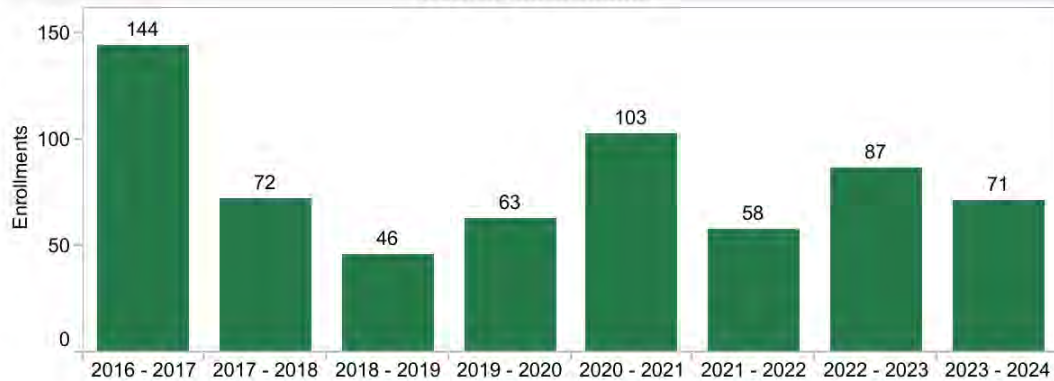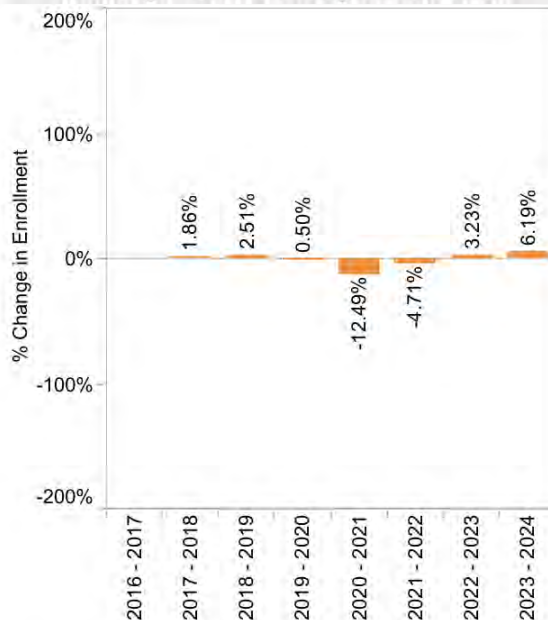
Department:	Course:	Dual Enrollment:	Prison:
German	All	All	All

Region:	All	TERM	All

German Enrollments

Year	Enrollments
2016 - 2017	144
2017 - 2018	72
2018 - 2019	46
2019 - 2020	63
2020 - 2021	103
2021 - 2022	58
2022 - 2023	87
2023 - 2024	71

% Change - Overall College Enrollments

Year	% Change in Enrollment
2016 - 2017	
2017 - 2018	1.86%
2018 - 2019	2.51%
2019 - 2020	0.50%
2020 - 2021	-12.49%
2021 - 2022	-4.71%
2022 - 2023	3.23%
2023 - 2024	6.19%

% Change - German

Year	% Change
2016 - 2017	
2017 - 2018	-50.0%
2018 - 2019	-36.1%
2019 - 2020	37.0%
2020 - 2021	63.5%
2021 - 2022	-43.7%
2022 - 2023	50.0%
2023 - 2024	-18.4%
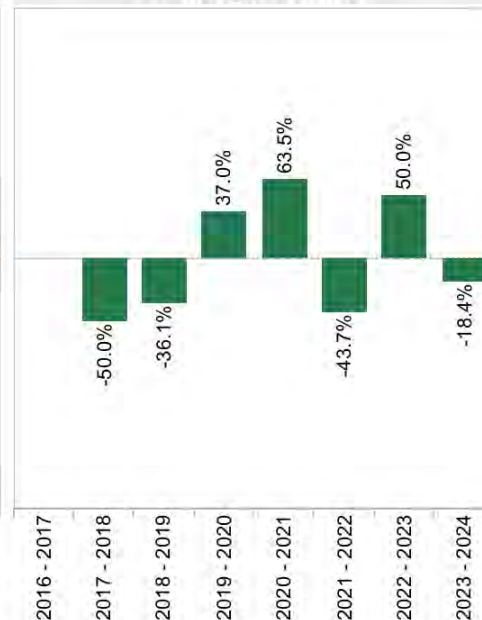
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

The decrease in German enrollment at Cuesta College likely reflects an ongoing nationwide trend of German being cut from many high school programs, with colleges and universities following suit. Many schools in San Luis Obispo County have dropped

their German programs, which means fewer incoming Cuesta students have had prior exposure to German. 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. German programs nationwide have experienced decline over the last decade at all levels—high school, undergraduate and graduate programs. This has necessarily impacted individual programs at colleges, both smaller and larger. Ironically, the closure of CA high school German programs has been helping German enrollment at Cuesta: students who want to take German in high school but cannot, have been enrolling in Cuesta's classes. The benefit is two-fold: these students not only earn college credit and, by starting earlier than they would if they waited until beginning college degrees, they can progress further in the language. The presence of dual-enrolled/enrichment students in the college classes also motivates students in the classes who belong to a different (older) demographic, because they see bright and disciplined high school students learning German. I've created flyers about the Cuesta German classes and the relevance of learning this language today, and a Cuesta colleague who acts as a liaison to high schools has distributed these flyers. I am optimistic that this outreach will draw more such dual enrolled/enrichment students from the county high schools. While German enrollment at Cuesta saw a slight decrease in 2023-24, I believe one reason is that other CA community colleges have begun to move their face-to-face classes into an online modality. There seems to be more 'competition' therefore to attract students to German at Cuesta. It is encouraging to me that the demographic of students in my courses continues to be spread across California (see above). Students don't seem tied to their nearest college. An advantage of having a relatively long-standing program no doubt helps attract students from outside the county.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.
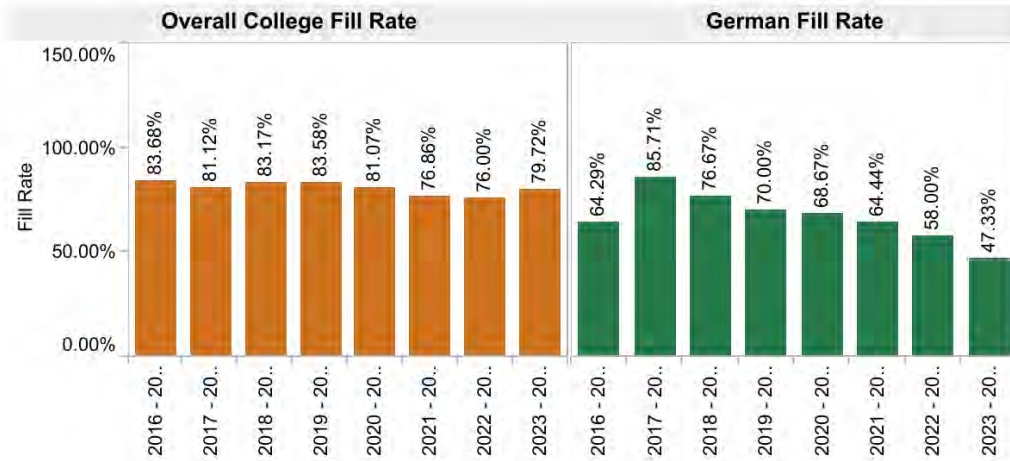
SLOCCCD Program Review Data - Student Demand (Fill Rate)

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

Overall College Fill Rate

Year	Fill Rate
2016 - 20..	83.68%
2017 - 20..	81.12%
2018 - 20..	83.17%
2019 - 20..	83.58%
2020 - 20..	81.07%
2021 - 20..	76.86%
2022 - 20..	76.00%
2023 - 20..	79.72%

German Fill Rate

Year	Fill Rate
2016 - 20..	64.29%
2017 - 20..	85.71%
2018 - 20..	76.67%
2019 - 20..	70.00%
2020 - 20..	68.67%
2021 - 20..	64.44%
2022 - 20..	58.00%
2023 - 20..	47.33%

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.

The decreased fill rate for German in 2023-24 may reflect nationwide trend (see above) of declined German enrollments.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.
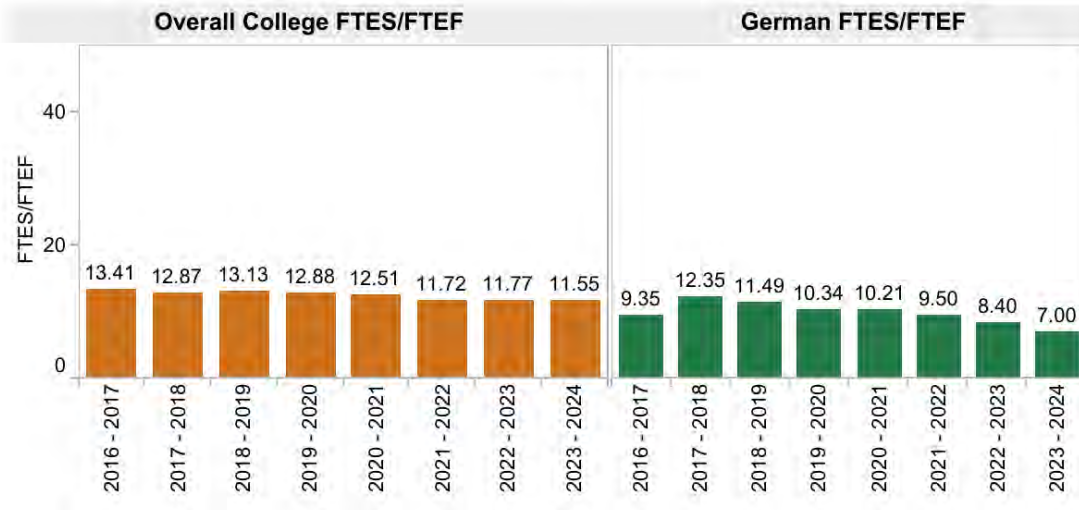
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: German

Course: All

Dual Enrollment: All

Prison: All

Overall College FTES/FTEF	German FTES/FTEF

Overall College FTES/FTEF:
- 2016 - 2017: 13.41
- 2017 - 2018: 12.87
- 2018 - 2019: 13.13
- 2019 - 2020: 12.88
- 2020 - 2021: 12.51
- 2021 - 2022: 11.72
- 2022 - 2023: 11.77
- 2023 - 2024: 11.55

German FTES/FTEF:
- 2016 - 2017: 9.35
- 2017 - 2018: 12.35
- 2018 - 2019: 11.49
- 2019 - 2020: 10.34
- 2020 - 2021: 10.21
- 2021 - 2022: 9.50
- 2022 - 2023: 8.40
- 2023 - 2024: 7.00

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

Efficiency is low because of lower class fill rates. This is likely due to the decline in German enrollment overall nationwide and the cutting of many high school German programs.

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

Insert the data chart and explain differences between the program and the college.
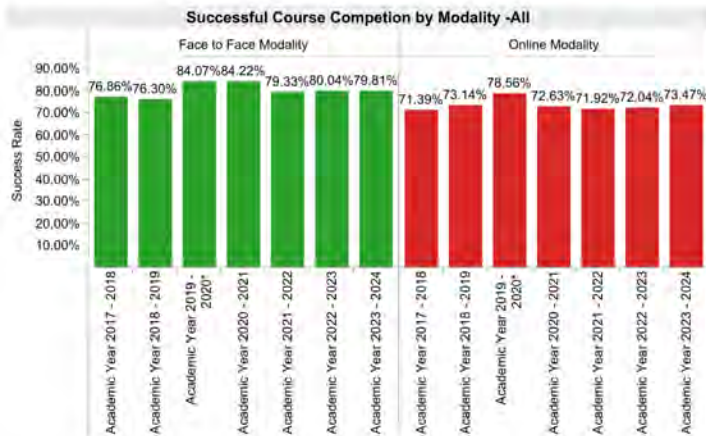
SLOCCCD Program Review Data: Successful Course Completion

Select Department: German

Course: All

Legend:
- Face to Face Modality
- Online Modality

Successful Course Competion by Modality -German

	Face to Face Modality	Online Modality					
	82.61%	71.11%	70.69%	75.49%	70.18%	72.94%	70.42%
	Academic Year 2017 ..	Academic Year 2018..	Academic Year 2019..	Academic Year 2020..	Academic Year 2021..	Academic Year 2022..	Academic Year 2023..

Success Rate axis: 0.00%, 20.00%, 40.00%, 60.00%, 80.00%

Successful Course Competion 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	Academic Year 2023 - 2024
Face to Face Modality	Department S..	82.61%						
	Total Depart..	46.0						
Online Modality	Department S..		71.11%	70.69%	75.49%	70.18%	72.94%	70.42%
	Total Depart..		46.0	63.0	103.0	58.0	87.0	71.0

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SLOCCCD Program Review Data: Successful Course Completion

Select Department: All

Course: All

Legend:
- Face to Face Modality (green)
- Online Modality (red)

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%
Face to Face Modality — 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%
Online Modality — Total Depart..	12,311	14,888	16,965	48,506	34,882	28,278	28,524

Comparing face-to-face German completion rates to online German completion rates, we can see that completion rates (for German) have decreased by an average of 10% since AY 2017-18, the last year that German was offered face-to-face. I believe this reflects the fact that online language learning is more difficult than face-to-face and that I must work harder to ensure students stay motivated and remain encouraged in online classes. College-wide online completion rates are higher than for German – 73% vs 70%. While the difference is fairly small, it still indicates I need to find new ways to motivate and encourage students to complete their German courses. (One sidenote: in the previous 3 semesters, several students were enrolled who from the beginning were clearly not prepared to complete my courses. I ought to have dropped them before the census date but instead chose to let them take ownership of their plans. But not dropping them before the census date and letting those students take an F, the course completion rates were impacted negatively.)

E. **Degrees and Certificates Awarded (Insert Data Chart)**

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

n/a There is no German degree or certificate offered at Cuesta.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

9 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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SLOCCCD Program Review Data: Successful Course Completion

Select Department:
German

COURSE
All

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

Successful Course Completion - German

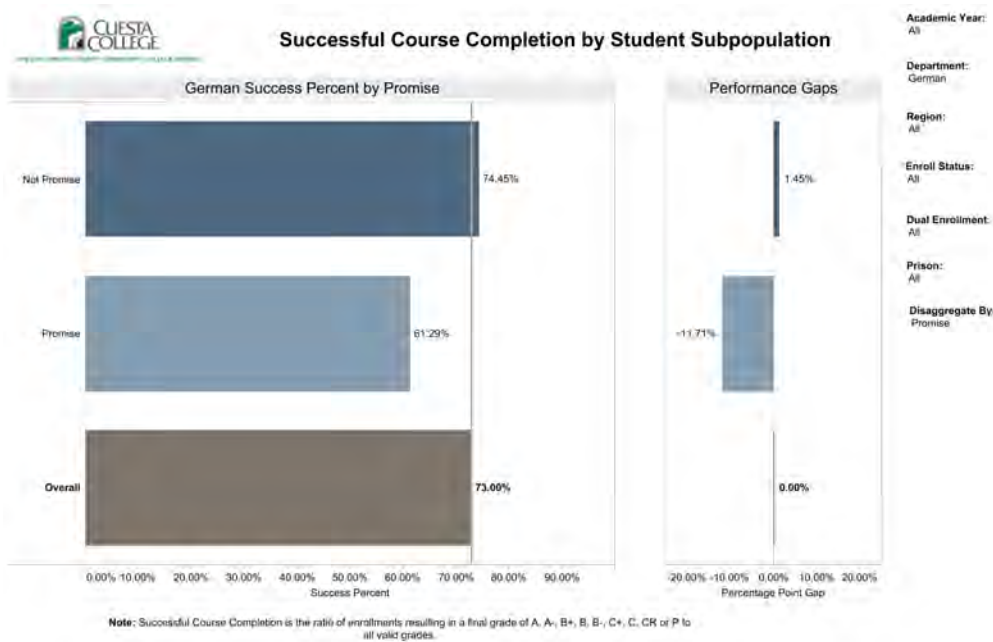|	Academic Year 2017 ..	Academic Year 2018 ..	Academic Year 2019 ..	Academic Year 2020 ..	Academic Year 2021 ..	Academic Year 2022 ..	Academic Year 2023 ..
Department Success Rate	82.61%	71.11%	70.69%	75.49%	70.18%	72.94%	70.42%
Overall College Success Rate	75.67%	75.48%	82.51%	74.62%	74.74%	75.98%	76.69%
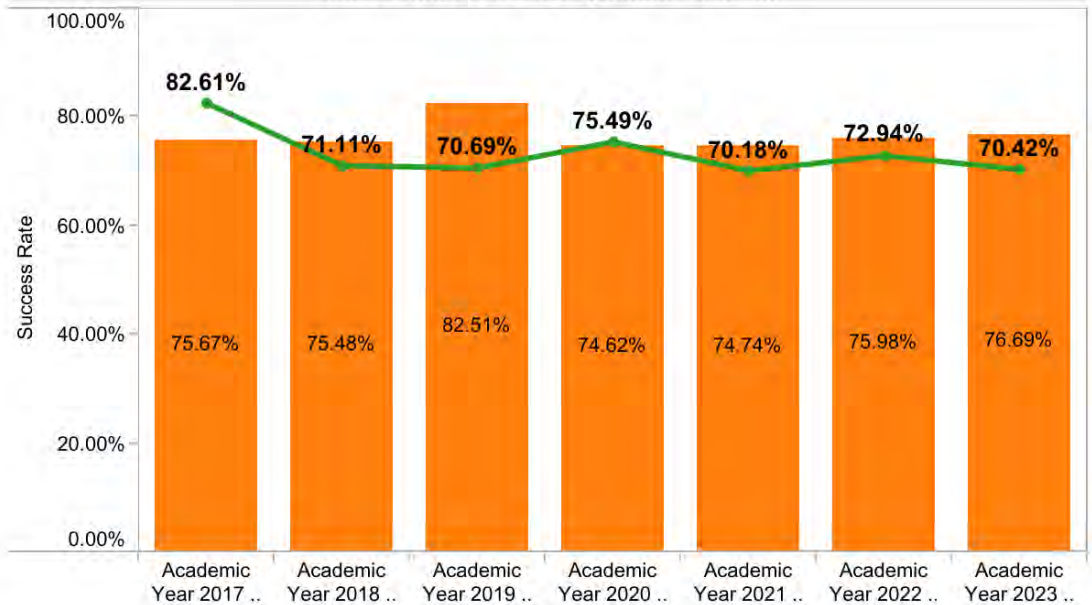
German Success Rate Table

	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..	82.61%	71.11%	70.69%	75.49%	70.18%	72.94%	70.42%
Total Enrollments	46	46	63	103	58	87	71

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

10 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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Comparing success rates between 2017-2018, the last year German was offered partially in person (it was a hybrid mode then, with one f-t-f meeting on campus and the remaining work online) suggests that the higher completion rate in 2017-2018 is likely because face-to-face modality for language classes results in overall higher success rates than online modality. Comparing the success rates of subsequent years across German shows that success rates have remained fairly steady from AY 2018-19 to AY 2023-24, around 70% average, although there was a bump in 2020-21 – perhaps related to students' extra effort during the pandemic…? I am not sure how to otherwise explain that bump.

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?

Perhaps the successful course completion rate of students not on Promise is higher than those on Promise because those on Promise have less financial investment at stake. They can opt to retake a course without great financial burden.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED 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 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	n/a	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)

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.*

No fundamental curricular changes were made in 2023-2024. For changes in current year (2024-25) please see narrative below.

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 am choosing a newer textbook to implement in AY 2025-26. The new textbook will provide a more nuanced and relevant picture of the German-speaking world.**

B. Anticipated changes in curriculum, scheduling or delivery modality. **None; the hybrid modality has been proving to benefit learning outcomes and student satisfaction.**

C. Levels, delivery or types of services. **Continued employment of German tutor, with additional virtual accessibility for students**.

D. Facilities changes

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

COLLAB is our division's 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 space enables students to connect with one another in ways relevant to their language and communication studies, e.g. language dialog practice, and communication and language course group collaboration. COLLAB will also provide 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. 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 COLLAB enables such collaboration.

E. Staffing projections

14 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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F.   Other

G.   New or modified plans for achieving program-learning outcomes and addressing equity

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT 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.

15 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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