

2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2021-2022 CLUSTER: AHSS

LAST YEAR CPPR COMPLETED: 2021

NEXT SCHEDULED CPPR: 2023. CURRENT DATE: 2/26/2022

PROGRAM: GERMAN

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](#)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

This APPW encompasses the following degrees and/or certificates:

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

None. 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.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

No

No If no, you do not need to complete a Progress Report.

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.

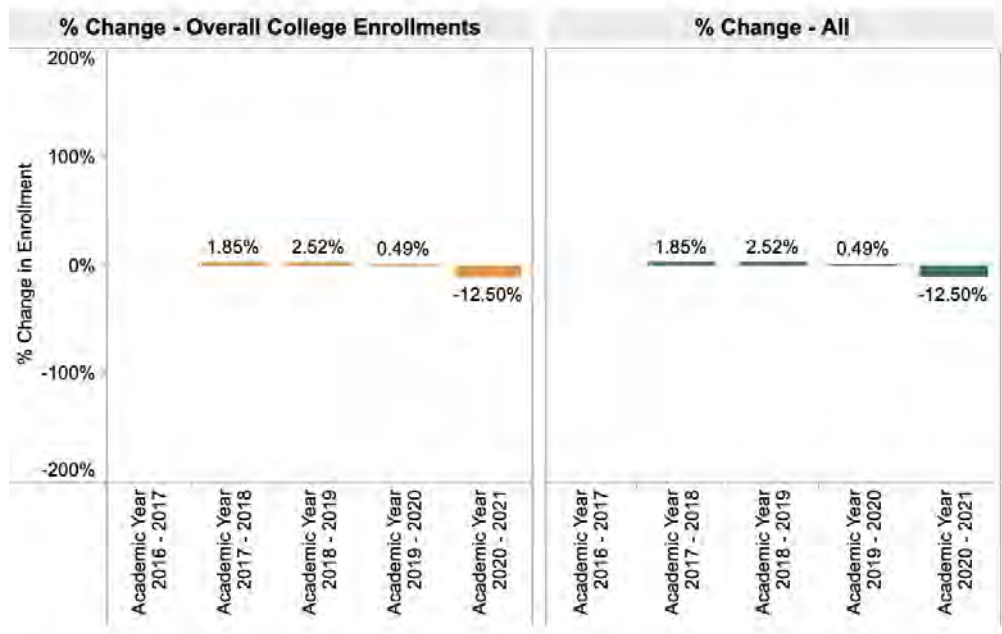
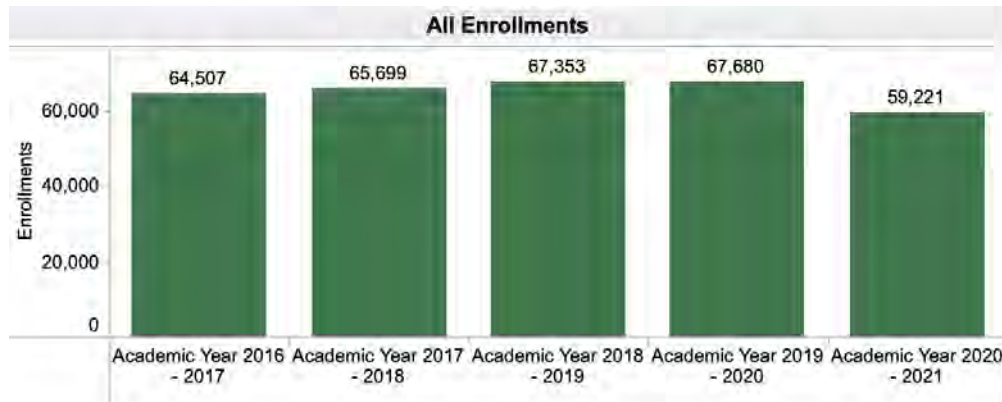
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General Enrollment (Insert Aggregated Data Chart)

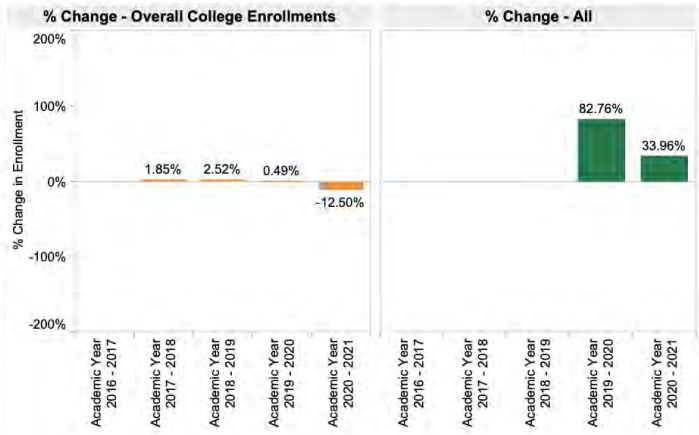
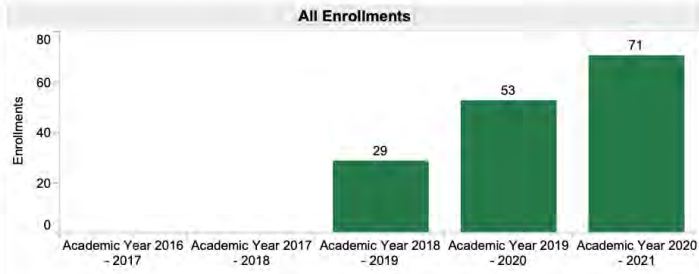
Insert the data chart and explain observed differences between the program and the college



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.

SLOCCCD Program Review Data - Enrollment

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

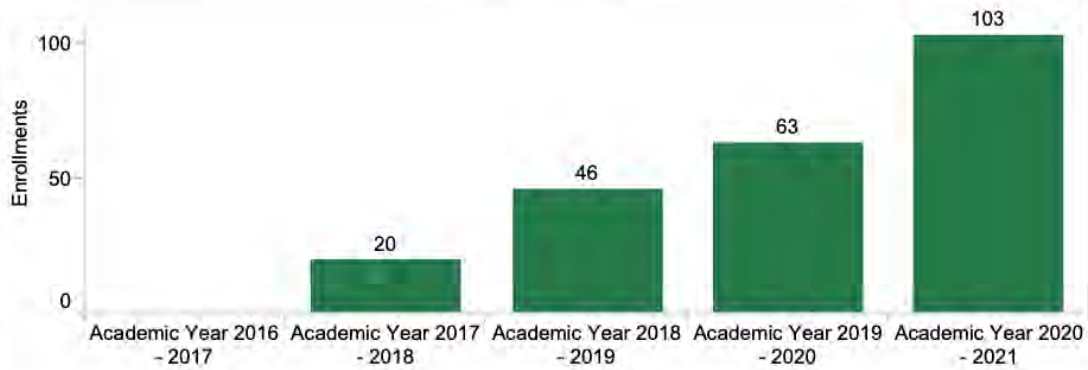
SLOCCCD Program Review Data - Enrollment

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

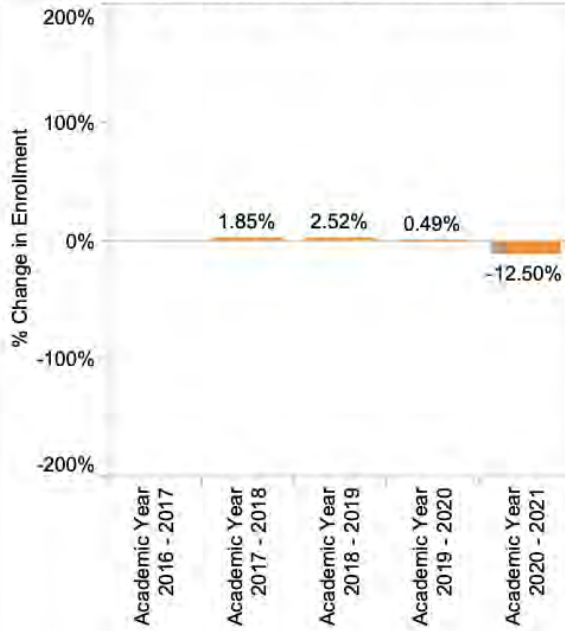
SLOCCCD Program Review Data - Enrollment

Department: All Course: Multiple values Dual Enrollment: All Prison: All

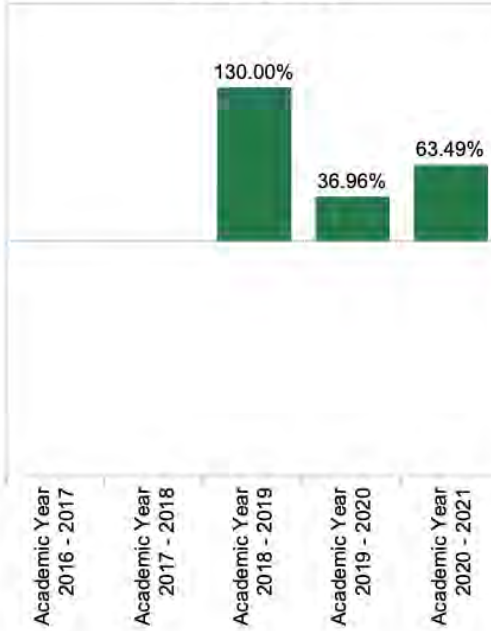
All Enrollments



% Change - Overall College Enrollments



% Change - 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.

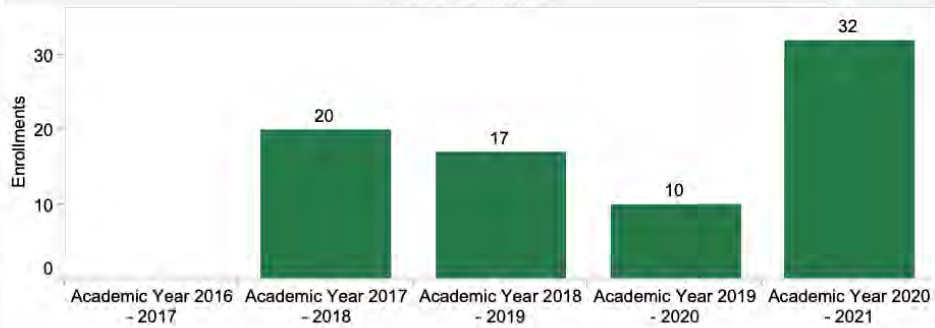
The switch to DE/online mode continues to impact the final enrollments, as it has in the past 3-4 years: registration typically starts out close to cap, but decreases to around the low 20s by the fourth week of the term. Students who drop typically name the face-to-face modality and its attendant workload as a factor in their decision to drop. To a greater or lesser degree, many of these students indicate that they in-person language class is preferable to them.

One noteworthy change over the past year is that the high school dual-enrolled students have performed consistently well (in prior years this demographic fluctuated). The academic

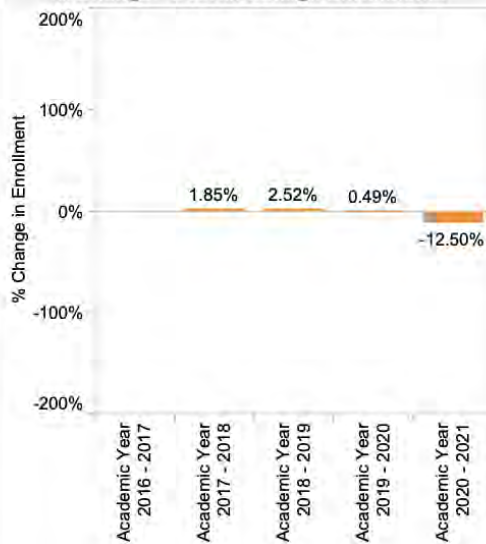
SLOCCCD Program Review Data - Enrollment

Department: All Course: GER 202 Dual Enrollment: All Prison: All

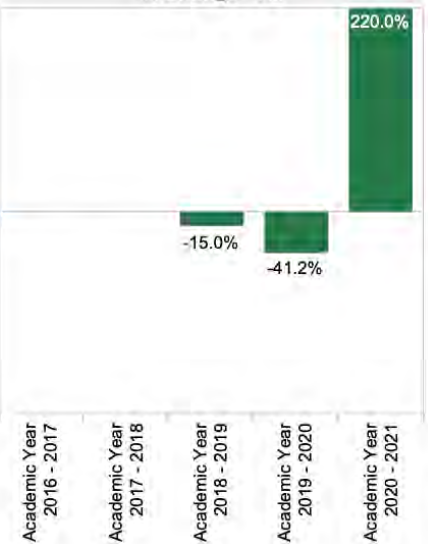
All Enrollments



% Change - Overall College Enrollments



% Change - 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.

strength of the high school students is an asset in class. They are motivated and mature high

schoolers who can handle a college-level DE class.

The enrollment figures were on par with the previous year: 33 students in Fall 2020; 39 in Spring 2021. The numbers continued to reflect a decrease from pre-pandemic levels. This may be due to the fact that both levels (201 and 202) were offered each semester — the continuation is therefore more steady.

German program - overall College comparison: It appears that German enrollment is nearly en par with respect to overall College enrollment trends; both experienced a decrease from 2019/2020 to 2020/2021.

SLOCCCD Program Review Data - Enrollment

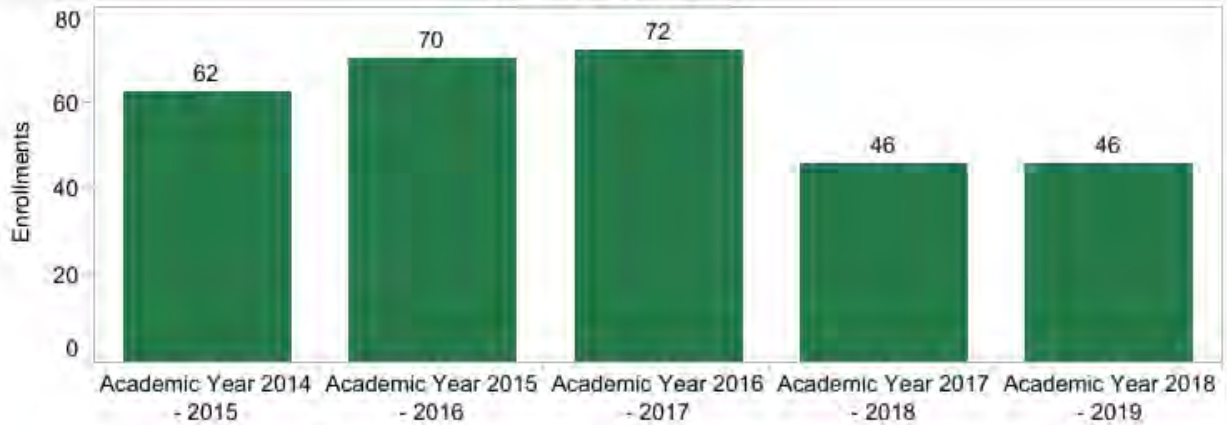
Department:
German

Course:
All

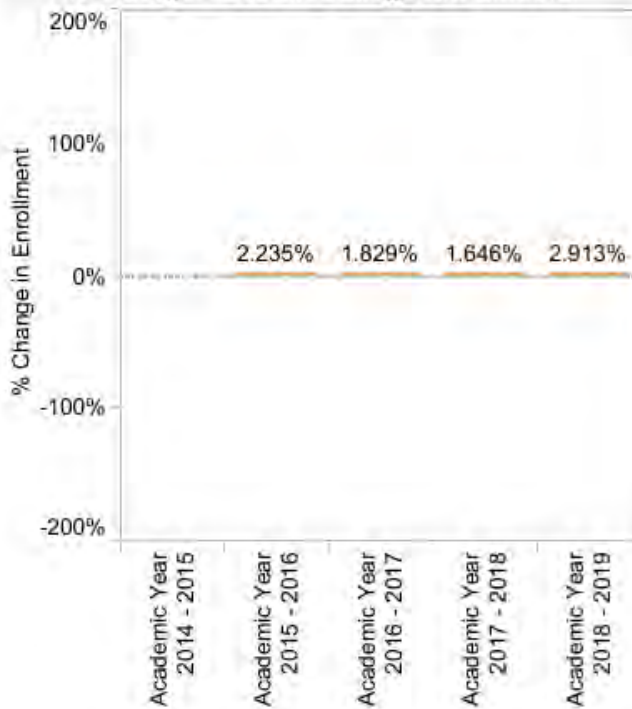
Dual Enrollment:
All

Prison:
All

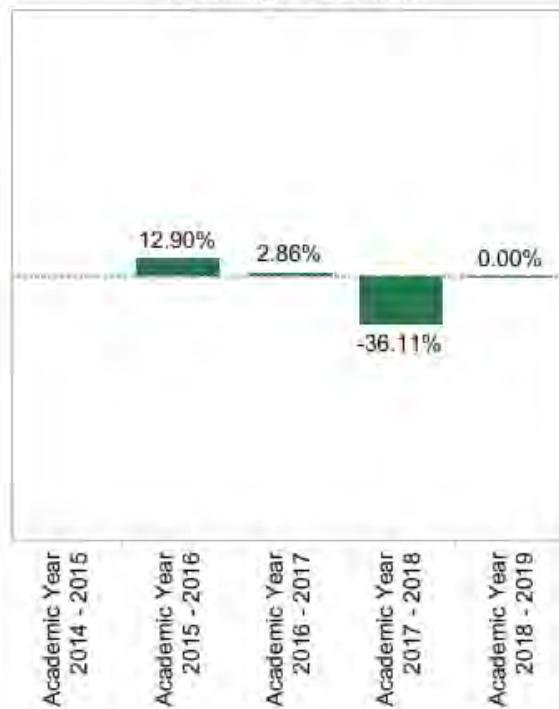
German Enrollments



% Change - Overall College Enrollments



% Change - German



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.

Type comments here

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

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

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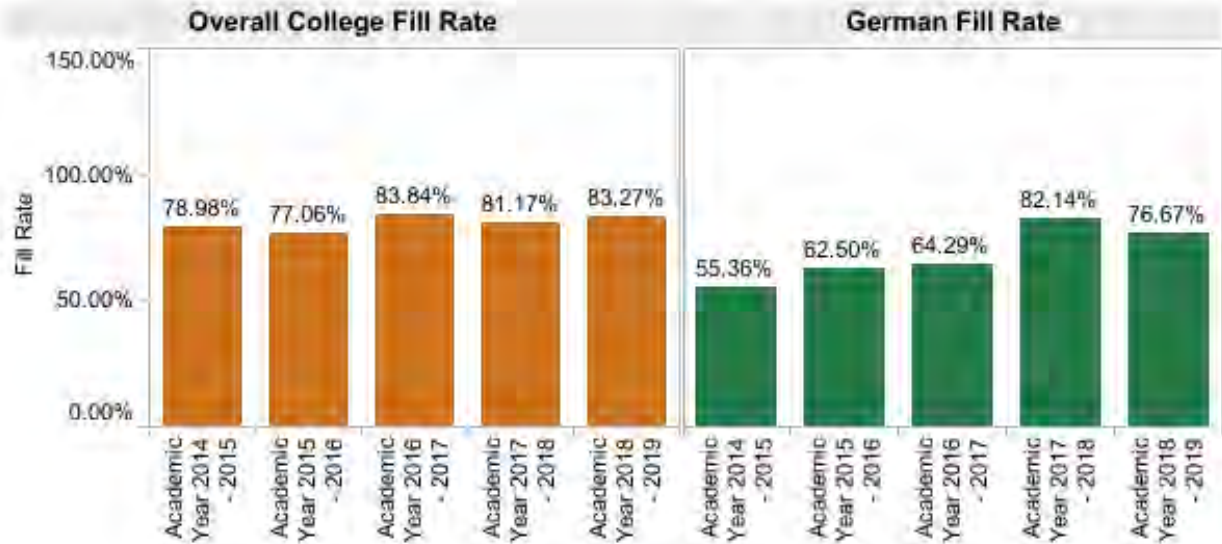
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
German

Course:
All

Dual Enrollment:
All

Prison
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.

Type comments here

2020-2021 fill rates were ???? compared to the College fill rates.

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College ones. See above for possible explanation.

Student Success—Course Modality (Insert Data Chart)

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

??The average number concerning college efficiency from AY 2014 to AY 2019 demonstrates a continued rate among the anticipated academic success of students enrolled in German.

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

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

Type comments here

??From academic year 2019-2020 to 2020-2021 FTES have increased slightly.

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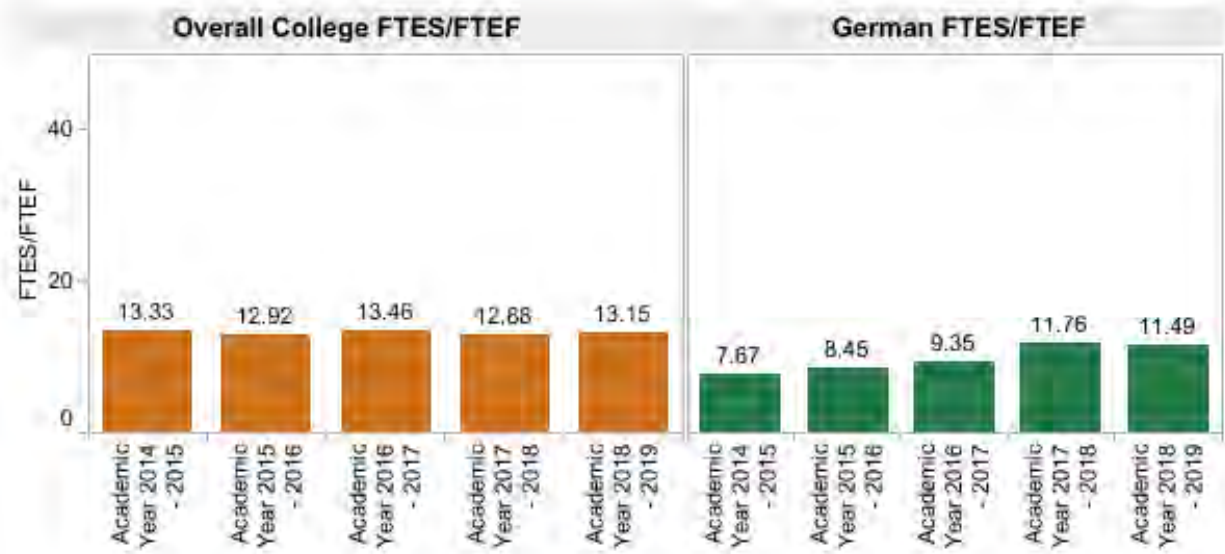
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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)

Type comments here

Degrees and Certificates Awarded (Insert Data Chart)

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

None/not applicable

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

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
German

COURSE
All

Measure Names

- Department Success Rate
- Overall College Success Rate



German Success Rate Table

	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019
Department Success..	57.81%	68.57%	66.67%	82.61%	71.11%
Total Enrollments	64	70	75	46	46

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

Type comments here

From 2020-2021 successful complete rate was on par with the prior year. Again, between 3-5 students per semester either dropped or did not successfully complete the course.

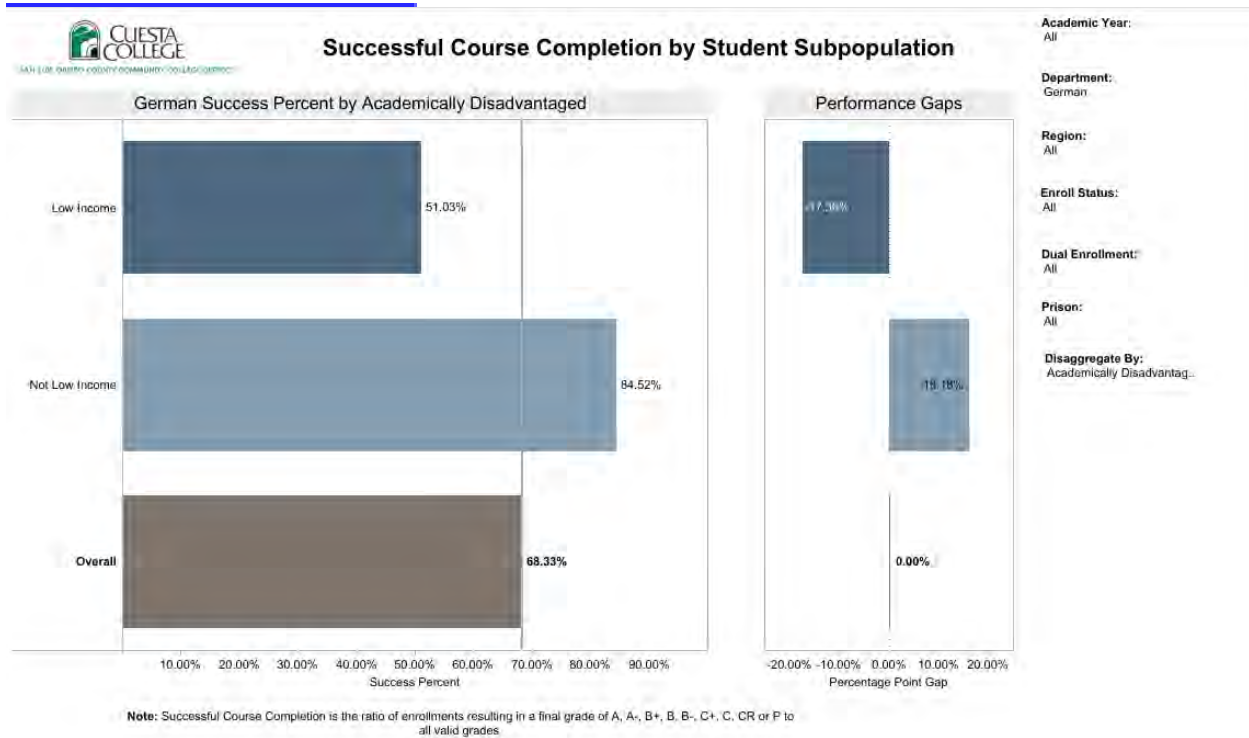
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Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

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Successful Course Completion by Student Subpopulation

Academic Year: All

Department: German

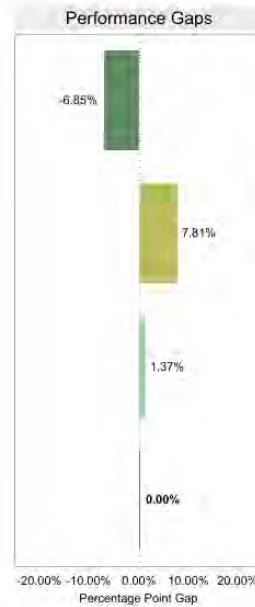
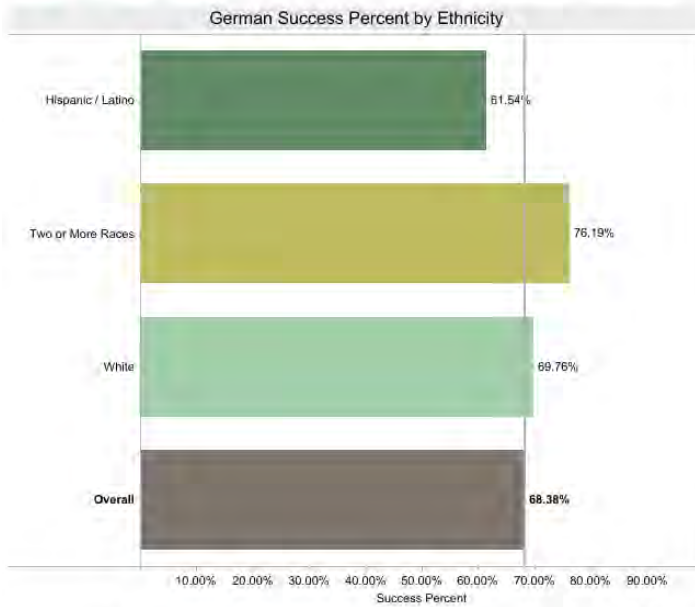
Region: All

Enroll Status: All

Dual Enrollment: All

Prison: All

Disaggregate By: Ethnicity



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation

Academic Year:
All

Department:
German

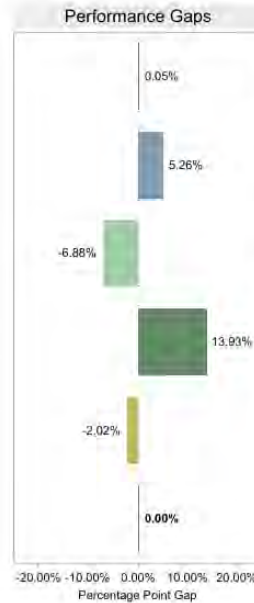
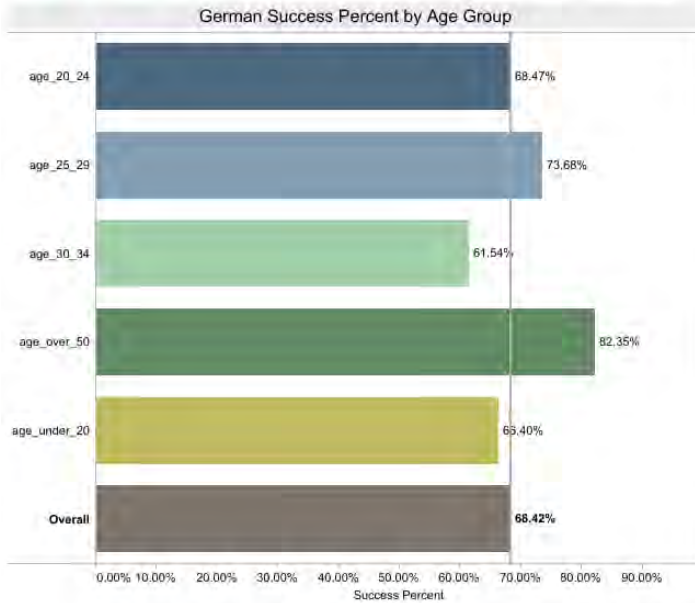
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Age Group



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation

Academic Year:
All

Department:
German

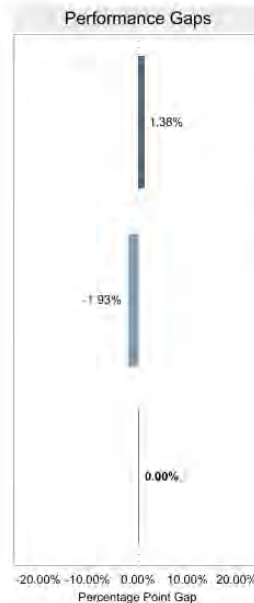
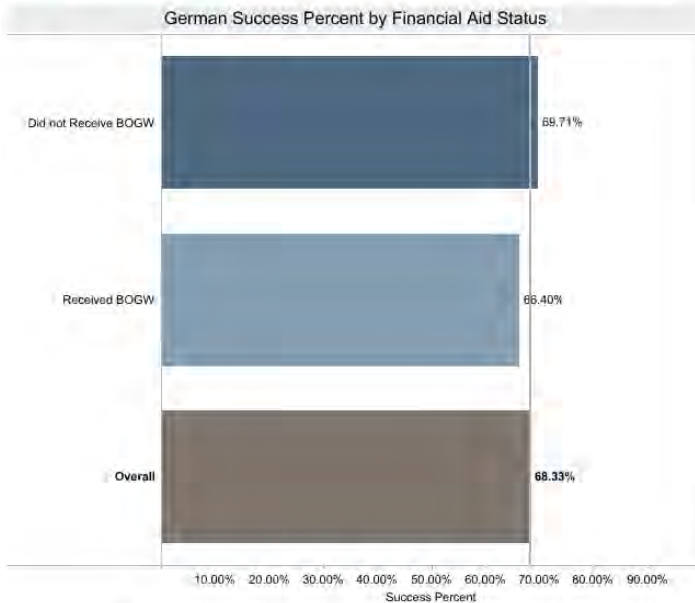
Region:
All

Enroll Status:
All

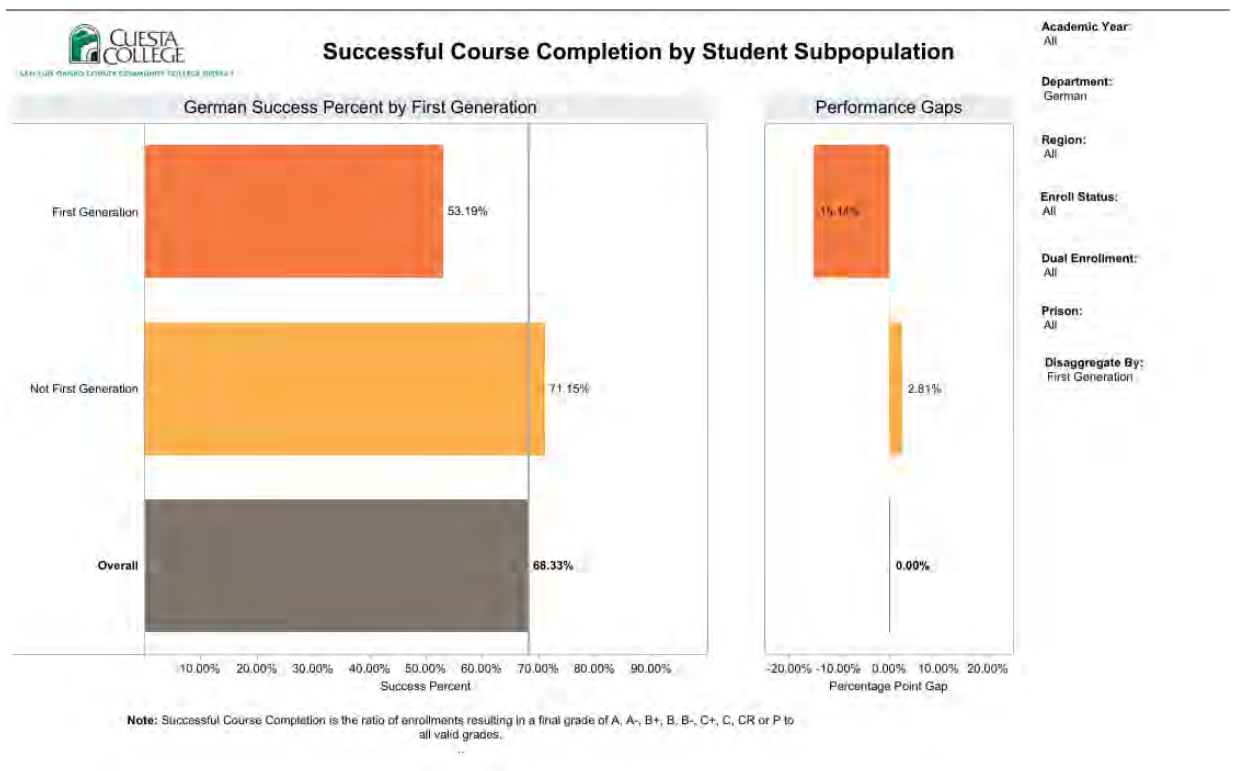
Dual Enrollment:
All

Prison:
All

Disaggregate By:
Financial Aid Status



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.



Type comments here

The rate of first-generation students who successfully complete German courses continues to remain slightly below the rate of not first-generation students.

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.*

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NONE. The German program is now in its fifth year of offering courses in online modality. A 6-week version of 201 was offered for the first time in Summer 2020, with a solid enrollment. That compact summer version will be offered again in Summer 2022, and will likely contribute to solid 202 enrollment in Fall 2021.

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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. B. C. D. E. F.

B. We NONE

New or modified plans for achieving program-learning outcomes Anticipated changes in curriculum, scheduling or delivery modality Levels, delivery or types of services
Facilities changes

Staffing projections

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PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT NOT APPLICABLE

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

Enrollment

Student Demand (Fill Rate)

Efficiency (FTES/FTEF)

Student Success – Course Completion

Student Success — Course Modality

Degrees and Certificates Awarded

Identified Objective (Paste from PSP)

Planning Steps (Check all that apply)

Identified
 Resources Allocated Implemented

Identified
 Resources Allocated Implemented

Identified
 Resources Allocated Implemented

Identified
 Resources Allocated Implemented

Identified
 Resources Allocated Implemented

Identified
 Resources Allocated Implemented

Has the Improvement Target Been Met?

Select one

Select one

Select one

Select one

Select one

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.

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