Program Review & Planning (PRP)

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PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	German
Department Name:	World Languages
Division Name:	Languages and Literature

Please list all participants in this Program Review:

Name	Position
Beatrice Manneh	Assistant Professor, German
Kathleen Sheahan	Department Chair

Number of Full Time faculty	1	**Number of Part Time Faculty**	1-2

Please list the Classified positions (and their FTE) that support this discipline:
One (1) FT "ADA" supports this discipline and 7 other disciplines in the department. One (1) FT "Instructional Support Asst III" supports this discipline and 7 other disciplines in the WLRC (World Languages Resource Center.) Currently there is a vacant classified position "Instructional Support Asst II."

What additional hourly staff support this discipline and/or department:
Students and short-term hourly offer general assistance in the WLRC. One German-speaking student tutor (PT) approx. 5 hours total per week.

Discipline mission statement (click here for information on how to create a mission statement):

The mission of the World Languages Department is to provide an engaging teaching and learning environment for students to gain language proficiency in Arabic, Chinese, French, German, Italian, Japanese and Spanish. Emphasis is on the expansion of cross-cultural awareness, as well as the development of speaking, listening, reading and writing skills in the target language. Through the study of languages, students develop an awareness of the experiences of others, an understanding of their unique ways of life, and a recognition and respect for their diversity and contributions to the world.

We are committed to helping our students achieve communicative competence in world languages in order to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

There are no degree or certificates currently offered, but one has been proposed and entered into our curriculum process (AA and Certificate in German).

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment
Section 2: Course Success Rates
Section 3: Institution and Program Set Course Success Rate Standards
Section 4: Completions
Section 5: Labor Market Information (CTE programs only)
Section 6: Additional Qualitative Information
Section 7: Curriculum, Scheduling, and Student Learning Outcomes

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SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx

A. To access your discipline data, select your discipline from the drop down menu.
B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select "discipline" and "catalog number".

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased		Steady/No Change		Decreased	X

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?
There was an increase in enrollment from year one to year two and year three (228 to 290 to 318 students). During the fourth and fifth year enrollment decreased (from 318 students to 235 in 2015/16 and to 172 students in 2016/17). The enrollment decreases in years four and five were expected because enrollment decreased at the college overall. Also, classes were cancelled, and fewer courses were offered in the discipline. This poses a problem for the future as students may be looking at taking German classes at other institutions instead of at Palomar College when the choice of classes is small here.

To make the program more attractive, we have now developed an AA-degree program which will take effect in the fall of 2018 and offer many extracurricular German immersion events. Also, we are considering to offer online courses at some point. Some of our languages in the World Languages Department have started to offer online courses and have had very good enrollment. In German this would be an option providing that an online class could be offered in addition to an existing face-to-face class and not in lieu of. Learning a language successfully depends on many factors, and one important factor is the interaction and communication in the classroom, where the instructor can take into account the many learning styles and needs of the learners. Because German is such a small program, it would not be fair to the students who want and need face-to-face-classes, to offer online-classes instead of face-to-face classes. It would be a good option in addition and hopefully in the future this will be possible.

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

No German courses should be deactivated at this point. Since the drop in enrollment two years ago at the whole college, fewer German sections have been offered at the 101 and 102 level. Before that and in fall 2017, the sections that were offered had good fill rates. With fewer students at the 101 and 102 levels, it is impossible to achieve higher fill rates in the upper levels as never all students continue on. It may be possible in the future to offer, in addition to the face-to-face classes, also online classes at the lower levels that could perhaps boost enrollment also for the face-to-face classes at the upper levels.

The enrollment numbers and fill rate of each course over the last five years are the following: German 101 (286, 102.14%; 350, 83.33%; 348, 82.86%; 302, 74.38%; 256, 76.19%). German 102 (118, 84.29%; 194, 92.38%; 154, 73.33%; 152, 72.38%; 76, 54.29%). German 201 (22, 62.86%; 74, 52.86%; 120, 85.71%; 52, 37.14%; 56, 40.00%). German 202 is only offered in the Spring and has only taken place during one semester in the last five years: in 2014/15 with a number of enrollment at census of 30 students (fill rate: 85.71 %).

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased		Steady/No Change		Decreased	X
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	X

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

The WSCH/FTEF in German (585.78, 506.30, 510.71, 414.06, 415.07) has fluctuated over the past five years going down from the high five hundreds (above the 525 efficiency rate) into the low four hundreds. The trend was expected as enrollment at the college overall went down as well. The college's current WSCH/FTEF is 469.30 for the year 2016/17, so the discipline's WSCH/FTEF is slightly lower. The factors influencing enrollment are not just the overall enrollment at the college but also fewer course offerings in the discipline and class cancellations. Lower caps for language classes are needed. We have a high cap compared with many other institutions and with other departments in our division. With lower caps there would not be so many class cancellations and students would take their classes at Palomar College instead of perhaps going elsewhere where they can find the classes offered that they need.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

In the first three of the past five years, 100% of the German courses were taught by two to three part-time faculty members (Part-Time FTEF going up from 2.33 in 2012/13 to 3.67 in 2013/14 and 4.00 in 2014/15). Starting in 2015/2016 there has been one full-time faculty member and the discipline's Full-time FTE went up from zero to two. Due to decrease in course offerings and class cancellations after 2015/2016, the number of part-time faculty members was reduced from two (Part-Time FTEF 1.67 in 2015/2016) to one in 2016/2017 (Part-Time FTEF 1.00). Cuts of sections since 2015/2016 have caused one of the two part-time faculty to seek employment elsewhere. Hopefully in the future, with the AA degree/Certificate program in place and perhaps later with online-classes, a second part-time faculty member can be brought back.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

   A. **On-Campus Course Success Rates**
   B. **Online Course Success Rates**
   C. **Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)**
   D. **Course Success Rates by class location (Escondido, CPPEN, etc.)**

https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx

1. Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

The success rates of the German program have been fluctuating slightly in the past five years (74.1%, 76.5%, 74.3%, 69.3%, 78.9%) with the lowest success rate in 2015/16 and the highest success rate in the last year (2016/2017) . In all years but 2015/2016 (why this is the case, it is difficult to say) they were slightly above the college overall success rate (71.4%, 71.5%, 71.0%, 71.7%, 72.7%). This can be expected because students that take German generally do so out of personal motivation as opposed to simply completing a requirement. German is only offered at the San Marcos campus and only on-campus, so there is no data for reflections on different locations, online etc.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?
Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/

Gender	The difference in success of the German discipline between female and male students is quite significant: In the last five years the rates of female success have always been higher than the ones of male students by about 10% until 2016/2017: 2012/13 (79.5% versus 69.8%); 2013/14 (86.1% versus 71.4%); 2014/15 (79.4% versus 71.0%); 2015/16 (72.5% versus 63.5 %); and in 2016/17 (81.0% versus 75.5%). This is comparable to the success of females and males in the college overall: 79.5% versus 69.8%, 86.1% versus 71.4%, 79.4% versus 71.0%, 72.5% versus 63.5%, and in 2016/17 81.1% versus 75.5%. In 2016/2017 the gap between female and male success became narrower both in the college overall (5.6%) and in the discipline (5.5%). From this correlation, one may conclude that the same factors that cause the difference in the success in the college overall also cause the differences in the discipline and that the measures taken to close the gap may be fruitful in the college and in the discipline.

Age	The success rate as to age for the discipline has fluctuated slightly in the last five years: 74.0%, 77.8%, 72.1%, 66.8%, 76.3%. There is no pattern discernible for the fluctuation and it is difficult to explain why this dip occurred. As to the age groups, there is also fluctuation and no pattern visible: For example, for students of the age 19 and under, the success rate is 67.8%, 80.4%, 84.3%, 66.3%, 81.6% in the last five years, whereas the success rate for students 25 to 49 is 75.0%, 82.9%, 51.7%, 67.9%, 79.2%.
Ethnicity	There is only data available for Hispanic and White students. Perhaps students are not reporting their ethnicity unless they are White or Hispanic, or the actual number of participants is too low to be reported in the data. The success rates of White students have during some years in the last five years been noticeably higher, and during some years slightly higher (Hispanic 63.6% versus White 78.9%, 80.3% versus 80.4%, 53.6% versus 77.5%, 64.4% versus 71.5%, 52.4% versus 80.9%). The reason may be the close relationship of the German language to English (the mother tongue of most White students) as both are Germanic languages whereas the mother tongue of many Hispanics is Spanish, a Romance language. Whites may find studying the German language easier than Hispanics. Also, some White students may have a German family background who sometimes already know the language to some extent. This is less likely with Hispanics.
Special Population (examples- veteran, foster youth, etc)	The data for Special Populations is suppressed due to small numbers.

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.

Success rates for German classes offered during the day (68.4%, 83.6%, 69.0%, 66.1%, 80.4%) have been fluctuating as well as for the classes offered in the evening (77.2%, 65.6%, 86.5%, 78.5%, 73.2%). There is no pattern visible and whereas in some years the day classes are more popular (2013/2014 with 83.6% versus 65.6% and 80.4% versus 73.2%) the opposite is true in other years (2012/2013 with 68.4% versus 77.2% and in 2014/15 66.1% versus 78.5%) . In the variable " Term Load," we can conclude from the data that part-time students (68.4%, 83.6%, 69.0%, 66.1%, 80.4%) have a sometimes but not always higher success rate than full-time students (73.1%, 76.2%, 71.3%, 62.9%, 75.9%). Other variables cannot be analyzed because of the suppressed data.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:
  A. **The College's institutional standard for course success rate is 70%.**
  B. **Review your discipline's course success rates over the past five years.**
  C. **Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.**

Standard for Discipline Course Success Rate:	70%

Why?
The Department follows the institutional standard for course success rate of 70%. The success rate for students studying German (74.1%, 76.5%, 74.3%, 69.3%, 78.9%) has been slightly higher with the exception of the year 2015/2016 that has stood out in other comparisons without an explanation other than the fact that there has been a general dip in numbers at the college that year. The slightly higher success rate in German students may come from the theory that students enrolled in German courses are more likely to have some sort of personal motivation for learning the language. This desire to learn the language could result in higher success rates.

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx
 	
    A. **To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.**
    B. **To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.**

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?
There is no data to report because there are currently no degree programs offered in German.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?
N/A

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. **This data can be found on the Centers for Excellence website at http://www.coeccc.net/Supply-and-Demand.aspx .**

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	$17.70	$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	$20.88	$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

N/A

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

In the past, SLO Assessment Results have shown a need for increased practice in written communication. A new textbook has been chosen that supports the reading and writing more and students are writing more in each class as well as producing several longer writing assignments per course at home. To support this, the department now provides a tutoring program for our students in the World Languages resource center. Several software applications, such as Transparent Language, have also been purchased. SLO assessment results have had a positive impact in the way we plan our curriculum, and most importantly it has allowed us to discuss all of these issues as a department.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

Whereas in the past, SLO results had shown a need for more writing practice for our students, our German courses now perform well using the current methods and procedures in writing and also in the other skills. At least 70% of our students end up meeting the assessment goals. In fact, in 2015/16 for the German 101 writing SLO, 41.8% exceeded the minimum requirements and 52.7% met the minimum criterion, which is 94.5% of students achieving more than 70%; or in German 201 in 2016/17 in the listening SLO, 100% achieved at least 70%, and 75% of the students ranked as high. The learning outcomes

seem to be reached. We have two SLOs per course in place, one from the listening/speaking skills set and one testing the reading/writing skills. It has been working well that the full-time faculty distributes the scheduled assessments to the part-time faculty. Assessments are administered as part of regularly scheduled exams when possible. The results are discussed amongst all faculty before they are entered in Tracdat. On the student side, the tutor in the WLRC has definitely played an important part in supporting our students in their language learning and practice, as has our interactive computer programs Rosetta Stone and Transparent Language.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

There are currently no degree/certificate programs offered in German

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

As previously stated, there is no need to deactivate any of the current German courses (GER 101, 102, 201, 202). GER 202 is currently offered only once per year, sections of German 101 and 102 have been closed in the recent years, and all other classes have now a good number of students enrolling. In addition, we are currently in the process of creating one new course (GER 225) and a German AA degree/Certificate. Once this degree/certificate is officially approved and students start to enroll in this program, we will have data to report and a better idea of what changes need to be made or what situations need to be addressed to ensure that students are receiving the skills necessary for this type of program. For the first three German courses that we currently offer, the adoption of a new and more current textbook has been beneficial to student learning. The text presents the material in a more user-friendly manner and includes many short listening and viewing activities. The accompanying website provides more access to online grammar, listening and speaking exercises. There are more reading and writing activities to support the development of these (in the past less practised skills) better. The text and online site also offer more opportunities to improve cultural knowledge and to learn what life in the German-speaking countries is like. For GER 202 we will try to use the zero textbook or low cost option starting in Spring 2018 in order to make the class more affordable for students and to allow for the use of very current materials, topics and grammar items that the students are specifically interested in or in need for reviewing / learning.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

The German courses are offered in a sequential manner. Students must complete GER 101 to take GER 102, GER 102 to take GER 201, and GER 201 to take GER 202. This is because the material learned in the previous course is essential for student success in the next course. Enrollment issues and scheduling have negatively affected the program sequence over the last two years. GER 202 classes are only offered once an academic year, which often prevents students from finishing the second year of German at Palomar College.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?
There has not been any regular communication with other departments because no programs other than the AA-degree in German actually require any German courses. German 101 is the only course where we offer two classes - one in the morning and one in the evening. The higher classes are only offered in the morning, which can be a problem for students who are only free to take classes in the evening. Although German is not a required class, the general scheduling at the college, where the classes in the various departments are of different length and have different start and end times and are often overlapping, does cause a problem for the students who want to take German. To mitigate the problem, we can offer a student who needs to miss the beginning or end of the class due to conflict with scheduling, extra, individual instruction during our office hours. It is not a smooth process for the student, though, and not often done.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program
Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years
Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf	
Strengths:	The German program now has a full-time faculty who has updated the curricula of the German 101, 102, 201 and 202 classes, chosen and implemented a new textbook and revised and created SLOs. She has created and proposed an AA-degree and certificate program and created a new class for this (GER 225). In addition, the full-time faculty is offering many opportunities for the German students to be immersed in the culture of the German-speaking countries and to be involved in the German speaking and Palomar College community. She is offering movie and board game nights each semester; she takes her German 201 students for a German-spoken tour in the Palomar College library, she co-organizes Cafe International, and she invites her students to the many events in the San Diego county that have to do with the German-speaking countries. The full-time faculty has been attending several conferences since her hiring and has now started an online Master's degree in "Teaching German as a Foreign Language" which will further enhance her teaching. She has helped to hire a German tutor who also supports the German program.
Weaknesses:	Enrollment has been going down, which is affecting negatively the number of classes that can be offered to our students. We now have only one part-time faculty.
Opportunities:	Apart from the other activities mentioned above, the full-time faculty has also tried to make

	connections to the local industry (that has connections with Germany or German-speaking countries) but this has not proven fruitful yet. It would be helpful to identify potential employers for students of German. This is a difficult task though, because knowledge of a specific language is not usually the main criterion for employment. Another opportunity for the German program at Palomar College is the fact that at other colleges in the area classes are cut as well, and when there is no full-time faculty, programs sometimes offer fewer classes than we do. This could attract students to our program.
Threats:	The threats to the German program are similar to the ones affecting the college as a whole - enrollment is down. This means that classes are not offered every semester or only one or two sections. Classes are threatened to be cut. Some colleges are now offering online courses. This may take away from the numbers in our face-to-face German classes even more.

SECTION 2: **Establish Goals and Strategies for the Next Three Years**

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
1. Implement AA degree and certificate program		X	
2. Increase number of full-time faculty in the World Languages Department		X	
3. Offer students opportunities to use the language in authentic situations outside of the classroom.		X	
4. Strengthen the tutoring program		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	Implement AA degree and certificate program
Strategies for implementation	The course and program proposals have been submitted, and we are awaiting approval.
Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	Increase in enrollment is expected to follow.
Goal #2	
Program or discipline goal	Increase number of full-time faculty in the World Languages Department
Strategies for implementation	Request position
Timeline for implementation	Fall 2018

Outcome(s) expected (qualitative/quantitative)	Strengthening of the WL department and its language programs

Goal #3	
Program or discipline goal	Offer students opportunities to use the language in authentic situations outside of the classroom.
Strategies for implementation	Game and movie nights, Cafe International, German library tour, Meet-up groups, etc.
Timeline for implementation	Fall 2017/Spring 2018
Outcome(s) expected (qualitative/quantitative)	Increase in enrollment, growth of the "language community"

Goal #4	
Program or discipline goal	Strengthen the tutoring program
Strategies for implementation	Interviewing and hiring high quality tutors; Creating training opportunities for our tutors.
Timeline for implementation	Spring 2018
Outcome(s) expected (qualitative/quantitative)	Offer more effective support for students

Goal #5	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

3. How do your goals align with your discipline's mission statement?

By providing the students with an AA degree, with a department with more staff, tutors and outside activities, the German discipline will be able to offer the students a more engaging teaching and learning environment. The students will expand their cross-cultural awareness in the many events and opportunities where they can meet up with German speakers from the German-speaking countries and the region here. As they spend more time with German speakers, they will gain a better understanding of their cultures and get a more global outlook on the world.

4. How do your goals align with the College's Strategic Plan Goals?

They are derived from the college's strategic plan goals.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair	
Department Chair	Kathleen Sheahan
Date	11/28/2017

*Please email your Dean to inform them that the PRP has been completed and is ready for their review

Reviewed by Dean	
Reviewer(s)	Shayla Sivert
Date	11/25/17

1. Strengths and successes of the discipline as evidenced by the data and analysis:
Having a talented and hard-working full-time discipline faculty member has helped to revive the program. As you can see from above, the discipline has tightened its curriculum and made changes based on data from SLOs.
2. Areas of Concern, if any:
Competition from outside of the college
3. Recommendations for improvement:
Consideration may be given to developing hybrid and/or online courses; I recommend this in conjunction with training for faculty and students working with non-traditional platforms.

*Please email your VP to inform them that the PRP has been completed and is ready for their review

Reviewed by: Instructional Planning Council PRP Sub-Committee	
Reviewer(s)	Seth San Juan
Date	12/6/17

1. Strengths and successes of the discipline as evidenced by the data and analysis:	
Creation of an AA and the recent addition of a full time faculty member points to the potential for growth.	
2. Areas of Concern, if any:	
College enrollment issues.	
3. Recommendations for improvement:	
Develop online courses to potentially increase enrollment and develop language communities.	
4. Recommended Next Steps:	
X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Reviewed by: Vice President	
Reviewer(s)	Jack S. Kahn Ph.D.
Date	1/12/18

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1. Same question about mission statement (see other PRPS)- any uniqueness to the unique languages?

2. Good inclusion of data on enrollment section- actually on all sections- very thorough and well done. Great.

3. Success rates have fluctuated but certainly all over the college 70% (just one slightly under) which is impressive.

4. Great data on the demographic differences – and certainly external factors have an impact on these differences—but since this is a program review- what kinds of things can the program do to address these gaps?

5. Curriculum section is well written and makes good sense given the discipline.

6. Goals all make sense save one very important one which Ill mention below

7. Well written and presented, professional, and includes data well.

2. Areas of Concern, if any:

a. See deans comments about addressing program issues
b. I think you will need additional strategies to drive students to this major. Please work with your dean.
c. Lower caps will exacerbate your concerns not help them. Your fill rates will increase but your wsch/ftef will decrease putting more pressure to offer fuller intro classes which we currently don't have the demand for. This will result in cancelling more classes not less. They key to helping your program is getting more students, not serving students in smaller classes, that's part of the reason for our current deficit at Palomar.
d. SLO section is a great start! but incomplete- see rubric- discuss actual SLOS with specific SLOs (its close!) results and indication of how this is driving the program etc.
e. Id suggest a goal of making additional connections to help increase pathways and connections to this language- work with the dean to help find those pockets of the community that have an interest in pursuing studying this language

3. Recommendations for improvement:

Improvement is more about strategies to assist the program than the report itself. Looking forward to making progress.

4. Recommended Next Steps:	
X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.