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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2020-2021

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
World Languages

Discipline Name
German (GERM)

Department Chair Name
Scott Nelson

Division Name
Languages and Literature

Website address for your discipline
https://www2.palomar.edu/pages/worldlanguages/german-deutsch/

Discipline 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.

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

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs TOP coded as vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.
AA degree in German
German Certificate of Achievement

Please list the names and positions of everyone who helped to complete this document.
Beatrice Manneh, Assistant Professor, German and Director of World Languages Resource Center

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
1

Full-time Faculty (FTEF)   **Part-time faculty (FTEF)**
1   0.33

Classified and other permanent staff positions that support this discipline
One (1) FT "ADA" supports this discipline and the other 7 disciplines in the department.
One (1) FT "Instructional Support Asst III" supports this discipline and the other 7 disciplines in the WLRC.
Currently, there is a vacant classified position "Instructional Support Asst II".

Additional hourly staff that support this discipline and/or department
Student and short-term hourly offer general assistance in the WLRC, they offer tutoring only during COVID.

One (1) German-speaking student tutor approx. 5 hours per week (2 hours per week during COVID, when all is online)

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?
The learning outcomes communicate well the expected level of language proficiency.
Program SLOs German at Palomar College:
Writing – Upon successful completion of this program, students will be able to write clear detailed text on a range of subjects passing on information or giving reasons in support of or against a particular point of view. Students will be able to write letters, essays or reports highlighting the personal significance of events and experiences and compare and contrast their own culture with that of the German speaking world.

Listening – Upon successful completion of the program, students will be able to understand the main points of standard speech and follow some complex lines of argument. Students will be able to understand the main points of radio, TV programs and film that address current affairs or topics of personal and professional interest. Students will be able to recognize the linguistic variations that exist within the German speaking world.

Speaking – Upon successful completion of the program, students will be able to interact with a degree of fluency and spontaneity that makes interaction with native speakers possible. Students will be able to take an active part in discussions on familiar topics. Students will be able to present facts and opinions, compare and contrast cultural differences, explain a viewpoint on a topical issue and argue the advantages and disadvantages of various options.

Reading – Upon successful completion of the program, students will be able to comprehend written materials such as articles, reports and simple literary texts that address contemporary issues of the German speaking world. Students will be able to identify and evaluate the writers' particular attitudes and viewpoints.

How do they align with employer and transfer expectations?
Successful completion of this program will give students a strong working knowledge of German and allow them to use their language and cultural skills in the workforce when dealing with companies that work with the German-speaking world. It will also allow them to transfer to a four-year university. A review of the 3rd year German program at CSU and UC institutions convinces me that the outcomes indicate that Palomar students will be well prepared to continue to the next level.
Example:
SDSU:
GERMAN 300: READINGS IN CONTEMPORARY GERMAN CULTURE (3 units)
Development of advanced proficiency in reading comprehension and oral communication. A novel and many short readings, both fiction and non-fiction, will explore topics of current cultural relevance. Students will take a midterm and final exam.

Describe your program's plan for assessing program learning outcomes.
Program SLOs and learning outcomes will be assessed following a three-year cycle. Once available, the data will be input into Tracdat. Writing and listening assessments are graded using a department rubric. A grade of 70% is required for completion.

Summarize the major findings of your program outcomes assessments.
The German Program is too new for any data to be available. German 202, the capstone course, will be offered for the first time in more than 5 years in Spring 21. I expect to have the results to assess the program outcomes at this point.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?
As mentioned above: the program is too new and there is not data to assess.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- Associate Degree GE Requirements

- CSU GE Requirements

- IGETC Requirements

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. Click here for a link to Palomar's GE/ILOs.

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.
All of the German courses meet the requirements in the Palomar Degree GE Requirements (Area C - Humanities) and the CSU GE Requirements (Area C2 - Humanities) and are specifically called out in the referenced documents. The second-year German courses meet the requirements in the IGETC requirements (Area 3B - Humanities) and are specifically called out in the reference document. The German instruction supports institutional areas of the Palomar GE/ILOs in the areas of Communication
(written, oral and visual), Creative, Critical, and Analytical Thinking (creative thinking, teamwork and problem solving), and Community, Multicultural/Global Consciousness and Responsibility (intercultural knowledge).

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.
The study of Humanities comprises the study of language, literature, history and philosophy and is considered by many as foundational to a well-rounded education. It develops skills in writing and critical reading/thinking, appreciation for other cultures, and a reference context for using specific knowledge in a societally beneficial manner. The German courses at Palomar College open a window into a vast trove of knowledge and thought in the historical and contemporary international world. In that light, the German
program supports all the General Education areas in the Palomar GE/ILOs.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
0 students completed the AA degree in the last year.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Increased

What factors have influenced your completion trends?
We did not have an AA degree or certificate until Fall 2018. We had our first two AA degree completions at the end of the 2018/2019 year, but these students had to take the German 202 class, capstone class, at a different institution because at Palomar College the class was cut due to low enrollment (16 students enrolled prior to the beginning of the semester).

We only offer the German 202 /capstone class every two years. We did not offer it last year and therefore we had no completions. We are scheduling it for Spring 2021. Hopefully, the class will fill enough not to be cut. It is almost impossible for a small program such as German to fill a fourth class to cap (35) when we only offer one 101 class each semester.

Are the courses in your discipline required for the completion of other degrees/certificates?
Yes

Please list them
Not specifically required but they satisfy (along with others) the Humanities requirements for the Palomar AA degree. They also provide the classes of choice for the AA degree in University Studies with the Emphasis in World Languages.

Do you have programs with 7 or fewer completions in the last 5 years?
Yes

What steps are you taking to address these completions?
The German program is very new (effective Fall 2018). We had two completions in Spring 2019. Both students who received the AA degree, completed some of the courses necessary for the AA degree at a different institution. No AA degree or certificate was awarded in 2019/20. This outcome was a direct result of the capstone course not being offered for the past five years. It will be offered in Spring 2021 and the number of completions is expected to increase.

What is your program standard for program completion?
15

Why did you choose this standard?
The capstone class is only offered once every two years. 10 per year, which is 20 per every other year when the capstone class is offered, may therefore be a realistic number out of 35 students cap in the lower levels.

What is your Stretch goal for program completion?
17

How did you decide upon your stretch goal?
If the capstone 202 class is filled to cap (35) every other year, 35 students could receive the Certificate or AA degree every other year. More is not possible while the 202 class is only offered every other year.

ENROLLMENT AND EFFICIENCY TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the PRP Data Dashboard.

What was your enrollment trend over the last 5 years?
Decreased

What was your efficiency trend over the last 5 years?
Increased

Were these trends expected? Please explain.
The efficiency trend over the past 5 years was: (as indicated by the PRP data pages)
Fall 2015: 544/67%, Fall 2016: 426/61%, Fall 2017: 515/74%, Fall 2018: 455/66%, Fall 2019: 569/85%
Efficiency in Fall 2019 was higher because classes that were not full were cut. It is expected that this trend continues if classes are continued to be cut if not filling to about 30 seats. A result is that the German program is tiny now and classes are offered on rotation. Only the first two levels are offered every semester. Students have to wait one or more semesters until the next class they need is offered.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?
Having an AA degree and Certificate starting in Fall 2018 has made the program more attractive. In Fall 2019, we also started offering one 101 online class in lieu of a second face-to-face class, and this boosted enrollment, giving students more flexibility and attracting more students who live further away. I am hoping to offer hyflex courses in the future, to give students the utmost flexibility and therefore to allow more students to take the classes without experiencing conflicts with other classes or work and family duties.

How have these factors presented challenges for your program(s)?
In order for the German students to be able to receive their AA degree / Certificate, they have to be given the chance to take the 4th class they need for completion. This class is bound to be low enrolled, however, due to the smallness of the program and few feeder classes offered. This in turn will have a negative effect on the fill-rate. With such a small program where for most levels only one class is offered per semester, it is a challenge to offer classes in a way that enables most students to take all the levels within two years at Palomar College.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

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

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you choose this standard?
The department follows the Palomar College standard. SLO assessments indicate the student progress is adequate with the 70.0% standard. Most students exceed it.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected? Please explain.
The success rate has more or less stayed the same. Overall success rate varies between 70% and 83% over the past 5 years. The German program is very small and slight changes can have a big effect on percentages, such as even different part-time instructors teaching the one or two classes over the full-time load or some personal difficulties in the lives of just a handful of students that semester.

What is your stretch goal for course success rates?
75.0%

How did you decide upon the goal?
The average success rate of all four German class-levels (GERM 101, 102, 201, 202) of the past five years was 76% whereas the average success rate of the 101 and 102 classes during the last five years was 75% and of the 201 classes was 84%. It is normal that higher levels have higher success rates as only the students confident in getting a good grade go on taking a language after the two semesters of language requirement for graduation for most universities. Based on the data found on the Institutional Research and Planning page, 75% appears to be an appropriate stretch goal based on the various factors that affect course success rates.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected? Please explain.
Retention rates have stayed more or less the same during the last five years with 89% being the lowest and 94% the highest. Students are usually excited about learning the language and therefore they are also usually successful and retained. Again, in such a small program, factors like a different instructor for one class or a slightly different make-up of the class can cause these differences in numbers.

Are there differences in success or retention rates in the following groups? (choose all that apply)

When or where (time of day, term, location)	Gender
Age	Ethnicity

When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?
It seems that one particular class (which was taught by a different instructor than usually) had a strong impact on the numbers. Perhaps all instructors in our discipline need to agree on similiar rules and grading policies in their classes.

Gender: Why do you think gender differences exist? What do you need to help close the gap?
German is in general attracting the male gender more than females. It may be because there is a strong connection between studying Business, Economy, Politics and German, and some of these are also more male dominated. I need to advertise the classes more to females to attract females more.

Age: Why do you think age differences exist? What do you need to help close the gap?
According to the data, there is a difference in success rate as to age. The average success rate for students aged 25-49 in all German classes was significantly lower (70.46%) than for students aged 19 and under (93.68%) and 20-24 years of age (90.84) (and there is not a statistically large enough number for students 50 and over). I think these differences exist because students between 25 and 49 have more responsibilities (family, job..) and during the semester may realize that the class-time and time for studying conflicts with their other commitments. Also, many at that age take the class "for fun" and realize after a few weeks, that the class is too much of a commitment and more work than they had expected. A German class is in general at that age not a required class for them but a hobby. I think what is going to help is that I have started to teach my classes as "hyflex" classes. This means, that students can either attend my lessons in person or they can choose to do their work online. Each week or lesson, they can make that decision. This helps students to stay in class who have a job or have to take children to school or other commitments. They can study for their German class now whenever it is convenient for them like in an asynchronous online class but at the same time they can attend a face-to-face class and learn from their instructor and with their classmates if and when they prefer.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
The two large ethnicities in my classes are White and Hispanic. Success rates for Hispanics are significantly lower than for Whites (e.g. 60% vs. 80% in Fall 2019). The gap is wider as at the College in general. I think this gap exists because many of my white students have German background and often have a family member speaking German at home. This provides a significant advantage when learning the language. For our Hispanic students to have the same chances, we need to continue to have resources is the World Languages Resource Center such as foreign language films, language learning computer programs, and especially our student workers, who speak the target language and who support and tutor. We could also have workshops that help bridge gaps for Spanish speakers learning German (German and English are Germanic languages, Spanish is not) if there were resources available.

Are there differences in success/retention between on-campus and online courses?
Yes

Please share any best practice methods you use for online courses.
We offered one online Germ 101 class in Fall 2019 for the first time and it was taught by a part-time instructor. The success rates compared were: San Marcos 85% vs. Online 55.2%, and retention rates 100% vs. 79%. Compared to in a face-to-face class, many students were not successful in the online environment and many did not complete the class when taking it online. It remains to be seen if this is a trend or if this was because the class was so new (taught for the first time online). It would be interesting to know what the reasons are, which could range from technology issues, to computer literacy, to the clarity of the course in an online format, to more support needed for students etc.
Best practices I now use and which hopefully change these numbers for next year:
- a clear, decolonized syllabus
- very clear outline of weekly modules with a weekly introduction
- less rigidity with deadlines; students are allowed to turn in assignments late
- hyflex teaching: students can choose between attending a synchronously taught class via Zoom or working completely on their own asynchrnously. Students can even switch preferences during the week. I think this has really helped retention.
- many videos of myself and personalized video replies to students' work to establish a personal connection also with those students who are learning purely asynchronously

COURSE LEARNING OUTCOMES

How is course assessment coordinated across sections and over time?
There are two SLO's for each course and they are now assessed on a 3-year rotating schedule.

How have you improved course-level assessment methods since the last PRP?
We have reviewed course-level assessment methods since the last PRP and, based on the results, we have determined that they are still appropriate. I am teaching with a new, zero-cost textbook in German 101 this semester and therefore assessment-assignments will need to be adapted (methods will stay the same). In Spring 2021, the complete German program will be using zero-cost materials and therefore all assessment-assignments will be adapted to the new material. We have also updated the assessment methods for the capstone class, German 202. We will continue to monitor all course-level assessment methods and determine at the end of each semester if changes need to be made. Many of my students test above average and assessment methods seem valid.

Summarize the major findings of your course outcomes assessments.
Most students exceeded expectations on the assessments with rating either as "high" or "met". Our German students seem to be acquiring skills according to plan and are well served by our program. There is more emphasis on reading and writing in our teaching materials compared to a few years ago, which I think is beneficial. In order to meet the needs of all students and uphold the high course outcome assessment results, students must continue to have access to tutors and resources in the World Languages Resource Center.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?
I have questions about the success and retention rates of my online classes. So far I have had only data for one online 101 class that was taught in Fall 2019. Since then we offered two more 101 online classes and in Fall 2020 (due to COVID) are teaching all classes online. It will be interesting to see what the success and retention rates will be compared to the face-to-face classes.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
1. Tutoring is a factor that is very important for the success of all language students, so tutors need to be available in the future in the WLRC and online. Since COVID, we have had no tutors for German. Although instructors are always available via zoom and email, this may not be the same as having a peer-tutor available. We are in the process of hiring a tutor for 2 hours per week to work online. Hopefully, that tutor can be utilized before the Fall semester is over and also in the coming Spring, when we are still going to be completely online.
2. The German program has switched to zero cost textbooks and teaching materials which can be freely accessed by students. This contributes to their success because they can all equally have all the materials they need from the first day of the class for free. The materials for the first two semesters are made by a Canadian university and seem ideal for the needs and interests of our students here at the College. The materials for the second two semesters are made by a German language school and seem to offer the perfect material for the higher level classes. The material definitely contributes to the students' success, and this will be pursued.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?
The course outcomes are based on the program outcomes and provide the stepping stones to the final achievement. Assessment of course outcomes demonstrate consistent student progress towards the expected program outcomes.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?
The degree map for German is linear and easy to understand: German 101 >German 102 > German 201 > German 202. Completion in two years is the norm except when class cancelations occur. This is especially disruptive when no classes in a required course are offered during a particular semester. To explain the mapping for the German program, the fulltime professor delivers a PowerPoint presentation in person to all German sections each semester. The progression is also viewable on the WL department website and the classes' Canvas pages.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.
In order to serve the needs of as many students as possible as well as disproportionately impacted students, I have started teaching so-called hyflex classes in Fall 2020. This means that for each class, students have the choice to attend the class meetings in person (or via Zoom during COVID) or to complete alternate online assignments asynchronously. Students may choose for each class meeting if to attend it or not. There is always the option to complete alternate assignments. This gives students maximum flexibility. If they are not well, if they work, if they have to care for family members or for any other reason, they are not tied to attending class at any certain time or day. Those students, on the other hand, who want and need the face-to-face interaction, can choose to have it for every class meeting.

How do you work with other departments that require your course(s) for program completion?
Our courses are only required by other departments in the sense that they can be used to meet the Humanities requirement for graduation or meet the requirement of a language for the AA degree in University Studies / World Languages. Because the German classes offer maximum flexibility, there is no need to consider the schedules of other departments' classes when scheduling the German classes.

Does your discipline offer cross-listed courses?
No

Are there curriculum concerns that need to be resolved in your department? What are they?
We are receiving less and less FTEF that makes it difficult to offer the classes that our students need.

Are there courses that should be added or removed from your program - please explain?
No.

How is the potential need for program/course deactivation addressed by the department?
Through discussion among the full-time faculty at department meetings.

Is your department pursuing non credit or not-for credit options at this time?
No

Are there areas you would like to expand?
I would like to offer more than one section of the 101 level when possible. Also, we are interested to offering dual-enrollment classes and classes at the Vista Detention Center and at the North- and South center. However, due to the limited FTEF that is currently not possible.

Click here for information about Noncredit and Community Education

Is your department offering online classes?
Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?
German is a small program with only one section per level offered. It is a tough decision if to offer a class online or face-to-face as then only one or the other students population can be served. This is why I have started teaching hyflex* classes and I am hoping to be able to teach hyflex with a face-to-face (instead of Zoom) option when we are back on campus after COVID.
* I have explained the term "hyflex" above (same page).

Describe other data and/or information that you have considered as part of the evaluation of your program
I was part of the first Strong Workforce Cohort (program from January to September 2020) and analyzed a lot of data of my program. In general, for all our language classes, our goal is to help our students achieve their educational and career goals and we strive to follow the guidance of accreditation, state and federal legislation and the 4-year institutions.

CAREER AND LABOR MARKET DATA

Do you want more information about or need assistance integrating work-based learning into your program?
Yes

Please list any questions and describe what you need to integrate work-based learning.
I have explored this a little bit but will need more time to look into it in detail.

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?
Knowing German is a vital skill in countless career fields, given the relevance of German businesses to the global economy. Specific careers would be: Teacher, translator, interpreter including court interpreter, tourism and hospitality industry, international relations, international business and law, political science and philosophy, military, video game designer, art and art history, musician, advertiser, architect, school counselor, software programmer, pilot or stewardess, fire fighter, medical field, paramedic, diplomat, police, aid worker... Knowing a foreign language has become more and more important as our world is becoming "smaller" and interaction across the globe more extensive. We need to offer more foreign languages to enable our students to be successful in this global setting.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
Speaking — Talking to others to convey information effectively.
Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
Instructing — Teaching others how to do something.
Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
Speech Clarity — The ability to speak clearly so others can understand you.
Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
Speech Recognition — The ability to identify and understand the speech of another person.
Written Comprehension — The ability to read and understand information and ideas presented in writing.
Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

How does your program help students build these KSA's?
The SLO's for the courses and the program specifically address the attainment of these KSA's for example
the Program SLO 1: Writing – Upon successful completion of this program, students will be able to write clear detailed text on a range of subjects passing on information or giving reasons in support of or against a particular point of view. Students will be able to write letters, essays or reports highlighting the personal significance of events and experiences and compare and contrast their own culture with that of the German speaking world.
Program SLO 2: Speaking – Upon successful completion of the program, students will be able to interact with a degree of fluency and spontaneity that makes interaction with native speakers possible. Students will be able to take an active part in discussions on familiar topics. Students will be able to present facts and opinions, compare and contrast cultural differences, explain a viewpoint on a topical issue and argue the advantages and disadvantages of various options.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

How do you engage with the community to keep them apprised of opportunities in your program?
Our World Languages department meets with high school partners, exhibits at high school fairs and emails high school counselors. We attend and help at Palomar events such as Tarde de Familia and House of Humanities, and we organize our own, such as Cafe International. We attend meetings of the Chamber of Commerce, organize film festivals and other events pertaining to the individual languages. For German, we organize board game nights, visits to public events in the community that have to do with the German-speaking culture, and bring in visitors form German-speaking countries whenever possible.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Offer German 202 and enroll students in the new AA degree and certificate program

Is this a new or existing goal?   **Goal Status**

Existing   Ongoing

How will you complete this goal?
GERM 202 will be offered in Spring 2020 after not having been offered for 5 years. It is almost impossible to reach required fill-rates for upper level classes such as 202 to be taught. I will continue to reach out to counselors, colleagues, high schools and the community to advertise the German program and recruit new students. I am also keeping in touch with former students of my lower levels who have been wanting to take that class for several semesters.

Outcome(s) expected (qualitative/quantitative)
As word gets out about the program, interest continues to grow. With the 202 courses and the prospect of earning an AA degree, more students will be enrolling in the German program.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The mission of the World Languages Department is to help 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. The GERM 202 class will contribute to our students achieving this competence. If courses are offered on a continued basis, student will be able to complete their AA degrees in two years.

Expected Goal Completion Date

Goal 2

Brief Description
Strengthen course offerings by offering hyflex (online/ face-to-face) courses

Is this a new or existing goal?

New

How will you complete this goal?
We offered our first GERM 101 online class in Fall 2019 and offered one in Spring 20 and Summer 2020. With COVID, we are rethinking completely how to offer classes and would like to teach hyflex classes, where students have the option of asynchronous online and face-to-face combined in the same class. Unfortunately, the program is too small to offer both in separate classes all the time and it is not given enough FTEF for that. We have been developing knowledge/experience with Canvas to facilitate management of online courses. At the same time, I have taught Zoom classes to support students who still need or want the face-to-face (Zoom) way of learning.

Outcome(s) expected (qualitative/quantitative)
As the new hyflex courses are being offered, it is expected that enrollment will increase because students will not have to choose between face-to-face vs. online anymore. Students can take the classes in a way that suits them and their schedules / work and family. This will lead as well to a larger demographic being reached and to higher retention rates.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
In teaching hyflex classes, we will continue to provide "an engaging teaching and learning environment for students to gain language proficiency [...]." Students will continue to "broaden their cross-cultural awareness", as well develop their "speaking, listening, reading and writing skills in the target language" and "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".
These offerings will make it easier for students to integrate our high course-credit-hour offerings (5 credit hours per course) with other offerings and improve their ability to meet the requirement for graduation in less time.

Expected Goal Completion Date

Goal 3

Brief Description
Offer authentic language experiences for students

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
Most German classes now have a "cultural event" requirement, the others encourage participation in a cultural event and give extra credit. Specifically for German, we now offer participation in the National German Exam of the American Association of Teachers of German, a library tour in German and a German Board Game night each semester. We also encourage our students to experience cultural events that have to do with the German-speaking countries in the community such as Theaterfest, Oktoberfest and German film festivals. The department also holds Café International (a language fair for all languages, including German) each semester. The department is also working on establishing a Study Abroad program.
With COVID, all these endeavors were stopped, but hopefully will be continued after.

Outcome(s) expected (qualitative/quantitative)
Students will participate in the above activities and be immersed into the culture of the German-speaking countries for at least one event per semester.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
These programs/opportunities support the department goal "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."

Expected Goal Completion Date

Goal 4

Brief Description
Hiring and maintaining a German tutor in the World Languages Resource Center

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
Continue to train and support the current tutor. Hire a new tutor as needed. Maintain or increase the number of hours for tutors available for the department and the discipline by using any hourly funds available to the department to hire students who can serve in two roles as tutor and general staff in the WLRC.

Outcome(s) expected (qualitative/quantitative)
Peer tutoring is one of the best ways that students learn and review material outside of the classroom. Not only is the material being presented in a different way but it is being presented by someone that will not be grading the students. The expected outcome is greater student retention and success rates in our courses.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
By providing well-trained tutors, the German program will be able to provide students with a more effective and engaging teaching and learning environment and greater access to educational resources and learning support outside of the classroom. A tutor also gives students the opportunity to experience the culture of the German-speaking countries from a different person than just the class instructor and broaden their horizon that way. Tutors also give the students a chance to explore the language and culture in a relaxed environment without the pressure of assessment.

Expected Goal Completion Date

Goal 5

Brief Description
Teach with zero cost material in all German classes

Is this a new or existing goal?
New

How will you complete this goal?
I have started teaching with a zero cost text by the University of Alberta in level 101 this semester and phased out the current commercial textbook with my other two classes. From Spring 21 on, all German classes will be taught with zero cost material.

Outcome(s) expected (qualitative/quantitative)
I expect that more students and perhaps more diverse students are going to enroll in the German program and that retention and success rates are going to be better, as all students have equally full and free access to the class materials from the first day of classes.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The mission of the World Languages Department is to provide an engaging teaching and learning environment for students to gain language proficiency. The most effective way to accomplish this while aligning with the college's strategic plan is to work with zero cost materials that directly address the needs and learning strategies of our students.

Expected Goal Completion Date
5/21/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
No

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

I confirm that the Program Review is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
bmanneh@palomar.edu

Review

Chair Review

Chair Comments

Chair Name	**Chair Sign Date**
Scott Nelson	10/27/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
The report is very detailed and thorough and it is clearly reflective of the faculty's commitment to the program and dedication to students' success. Though a small program, German is solid at Palomar and only needing resources to be able to grow. It is commendable as well that Prof. Manneh has taken upon herself to implement the hyflex approach that is now becoming a demonstrated modality to attract and retain students more efficiently in the era of Covid. This is reflective of the will of this Department in general and faculty in particular to innovate and work above the call of duty to serve students. Prof. Manneh is also to be commended for her willingness to explore developing activities in keeping with the Work-Based Learning campus wide efforts.

Areas of Concern, if any:
As noted, the number of classes/students is too small for data to be statistically significant since small changes can radically affect trends, for no fault of the department, but it is great that the department is regularly collecting data. The main concern remains to grow enrollment throughout all languages.

Recommendations for improvement:
Now that Chinese and Arabic are no longer taught, the potential number of students to take the remaining languages has theoretically increased. It would be good for the Department as a group to dedicate time regularly to explore, rethink, and experiment with new activities that increase outreach and enrollment to strengthen the foundation pool throughout all languages.

Dean Name	**Dean Sign Date**
Dr. Fabienne S. Chauderlot	11/4/2020

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Compare and contrast cultures as part of their mission statement is very forward thinking.
Program Outcomes are appropriately detailed for a clear understanding of what students will know and be able to do.
Course retention rates are very high and the analysis between the different populations is excellent.
Use of Tutoring and zero cost textbooks.
Experimentation with the hyflex model. Need to ensure this model is in compliance with apportionment and accounting guidelines.
WBL and community engagement.
All goals align with content stated in their review.

Areas of Concern, if any:
continued funding for tutoring if this has been a successful strategy for student success.

Recommendations for improvement:

IPC Reviewer(s)   **IPC Review Date**
Betsi Little and Margie Fritch   11/24/2020

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
creation of the GERM program; strong course retention rates; DI population analysis; ZTC; presentation in 101 of the pathway; interest in WBL

Areas of Concern, if any:
discipline course success rate analysis -- if more students exceed that, why not consider changing it?

2 SLOs...continue to add to this as you seek to identify all success and struggle points for students

Recommendations for improvement:
Give more thought and provide more analysis to the discipline course success rate -- how do the SLOs provide information on areas of success and struggle in instruction and how do you use this information to help your students learn more effectively?

Continue to discuss dual enrollment and center offerings with the dean; that FTEF will be considered separately, thus providing the possibility for growth in these areas.

RE: WBL, pursue a better understanding of that and of Career Continuum. By having WBL and Career Continuum, your students may have a chance of interning and building a relationship with such a company as they are studying, which also provides them with authentic learning experiences.

Vice President Name   **Vice President Sign Date**
Shayla Sivert   12/29/2020