

Entry #: 34 - Languages and Literature

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**DRAFT****OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS**

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

**ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.**

**BASIC PROGRAM INFORMATION****Division Name**

Languages and Literature

**Department Name**

World Languages

**Microsoft\_List\_ID****Discipline Name**

German (GERM)

**Department Chair Name**

Beatrice Manneh

**Department Chair email**

bmanneh@palomar.edu

**Please list the names and positions of everyone who helped to complete this document.**

Beatrice Manneh, Associate Professor, German and department chair

**Website address for your discipline**<https://www.palomar.edu/worldlanguages/>**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

Certificate of Achievement in German

**BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES**

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

**Enter the number of permanent or full-time faculty support your discipline (program)?**

1

**For this past fall semester, what was your Full-time FTEF assigned to teach classes?**

0.33

**For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)**

1.00

**List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.**

One (1) FT "ADA" supports this discipline and the other 7 disciplines in the department. 12 months, 100%

One (1) FT "Instructional Support Asst III" supports this discipline and the other 7 disciplines in the WLRC. 12 months, 100%

Currently, there is a vacant classified position "Instructional Support Asst II".

**List additional hourly staff that support this discipline and/or department. Include weekly hours.**

Student and short-term hourly offer general assistance and tutoring in the WLRC.

One (1) German-speaking student tutor approx. 5 hours per week.

**COURSE INFORMATION**

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

**COURSE SUCCESS AND RETENTION****Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?**

Increased

**Was this expected? Please explain.**

Over the last 5 years, the success rate decreased and then increased again. This may have to do with COVID and many of our classes switching to online. Initially, learning online was very difficult for students, which shows in the low success rate in Spring 2020 (57.6%). Spring 2021 had the highest enrollment in 5 years of 102 students, and a success rate of only 60.8%. In Fall 2023 the success rate was 86.6 %. This was significantly higher than in earlier Fall semesters. Perhaps students now know more clearly if they can succeed in an online class and only take it when they are positive that they can succeed?

**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 rate actually stayed relatively stable over the last 5 years, with little ups and downs. Fall 2022 sticks out as especially low. I am not sure what could be the reason for that. There is no indication that the situation applied to the whole World Languages department, division or college.

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

Modality (Online, Face to Face, Hyflex, etc.)

**Modality: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online synchronous or asynchronous, face-to-face, hybrid, hyflex, etc.)**

While retention was higher in the f2f-class we offered in Fall 23 (we only had one f2f class, a German 101), success was lower in the f2f class: 71% success rate for the day class, 90% success rate for the online classes; 100% retention rate for the day class, 93% for the online classes. Students who take online classes in general have to be more organized and independent learners than students in f2f classes. Perhaps those students that stay in an online class until the end, also do well.

This may mean that students in f2f classes enjoy attending (because they don't drop the class early as much), but they may need more help to do well. Tutoring is an excellent way to provide this help, if students take advantage of it. We have noticed in the department, that the WLRC and our tutoring program needs to be celebrated more with our students. They sometimes see it that a burden instead of a chance. Perhaps we could try to embed a tutor into the f2f class, so that they get to know the tutor, and perhaps instructors could provide some kind of incentive in the class for students to attend tutoring.

**Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.**

The department is currently offering 3-5 hours of tutoring in the WLRC per week per language, more for Spanish. Online students seldom take advantage of this offer, although tutors also work via Zoom, and in general since COVID, students have been less willing to spend time in the WLRC for tutoring. Hopefully, this will change in the future. The department is stressing the importance of our WLRC and its many resources to all faculty, so that they pass this on to their students and add it to their syllabi. Also, we have brought back events such as Cafe International and German Board game night to advertise and celebrate the department as well as the WLRC and its many fun resources.

**COURSE STUDENT LEARNING OUTCOMES (SLOs)****Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?**

Yes

**Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")**

[Course SLO Report\\_Sp 24 fpr PRP.xls](#)  
26.5 KB



PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

Link: [Program Completions](#)

Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline’s degrees and certificates.

Degrees and Certificates Awarded (Count)			
Academic Year AT APD Student Count Column Labels			
Row Labels 2018-19 2020-21 2021-22			
AA/AS			
Associate in Arts Degree	2	4	2
AA/AS Total	2	4	2
Certificate			
Certificate of Achievement	2	14	9
Certificate Total	2	14	9
Grand Total	4	18	11

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[Last Result Action SLO report SP 24 for PRP.xls](#)  
26 KB



## Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, and any other internal or external factors that had an impact on your program.

### What factors have contributed to the success of your program(s)? Describe how they have contributed.

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 synchronous 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 continue to offer online classes for the two upper levels (201 and 202), as these have attracted students from all over California because GERM 201 and 202 is not offered at many community colleges in CA.

### What factors have presented challenges for your program(s)? Describe the impact of these challenges.

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 3rd and 4th class they need for completion. These classes are bound to be low-enrolled, however, due to the smallness of the program and few feeder classes offered. This in turn has 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. We only offer 201 and 202 each once per year, which slows down the completion time for some students. We also only offer them online, although online learning is not ideal for all students. Because the program is so small, the challenge is to offer classes in a way that all students are served well.

## CAREER AND LABOR MARKET DATA

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.

### The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

### What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to O\*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Knowing German is a vital skill in countless career fields, old and emerging, 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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

## PROGRAM GOALS

### Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

### Prior PRP Goals

**Prior Year PRP Goal 1****Brief Description**

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

**Goal Status**

Ongoing

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

GERM 202 was offered in Spring 2020 after not having been offered for 5 years. We had several Certificate and AA degree completions then because students were able to take this capstone class. Since 2020, we have been able to offer the 202 class each Spring and we have had a few completions each Spring.

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 but have not done it yet. One new thing I am doing is to work on my online 101 class to "badge" it to be advertised on the CVC website. This way, online students from all over CA will know about our German program.

**Prior Year PRP Goal 2****Brief Description**

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

**Goal Status**

No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

I took the hyflex training class last year and then prepared my 201 class to be taught in the hyflex modality in Fall of 2023. However, enrollment in the class was so low, that two weeks prior to the start of the semester, our dean and I decided to change the format to online asynchronous. (And then enrollment picked up). It seems that either students don't know enough about the format or don't like it. But it does not seem a good option for the German program at this point.

**Prior Year PRP Goal 3****Brief Description**

Offer authentic language experiences for students

**Goal Status**

Ongoing

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

eliminating a goal). Describe Outcomes, if any.

Most German classes now have a "cultural event" requirement again (after COVID), 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 most semesters. 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 is also hosting Café International (a language fair for all languages, including German) again. The department is also working on establishing a Study Abroad program.

**Prior Year PRP Goal 4****Brief Description**

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

**Goal Status**

Ongoing

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

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. We now have a German tutor back (after Covid) to working in the World Languages Resource Center (WLRC) and also offering tutoring online.



**Prior Year PRP Goal 5****Brief Description**

Teach with zero cost material in all German classes

**Goal Status**

Ongoing

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

All German classes and professors are now using zero cost material. It is eliminating a financial burden from our students and allows for a quick start into the material at the beginning of the semester without having to wait for students to get their textbooks. It is a success for students and teachers alike and may help grow enrollment numbers.

**Describe any changes to your goals or three-year plan as a result of this annual update.**

Goal # 2 (Strengthen course offerings by offering hyflex (online/ face-to-face) courses) is no longer a goal because it did not work out as anticipated. It had no negative effect but it was better not to realize it, it seems.

**Do you have any new goals you would like to add?**

No

## 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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Vision Plan 2035](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

**NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.**

## PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requesting additional full-time faculty?**

No

### REQUEST FOR ADDITIONAL FULL-TIME FACULTY

#### Faculty Request 1

**Title of Full-Time Faculty position you are requesting**

**How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.**

**Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?**

**Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.**

**Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.**

**Is your department affected by faculty on reassigned time? If so, please discuss.**

**Are you requesting AA, CAST for Classified Staff?**

Yes

### REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

**Staff, CAST, AA request 1**

**This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.**

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

**Title of new position**

Instructional Support Assistant I

**Is the position request for AA, CAST, or Classified staff?**

Classified

**Is this request for a full-time or part-time position?**

Full Time

**How does the position fill a critical need for current, future, or critical operations?( e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.)**

This position works directly with students, offering instructional support in languages. The position has been vacant since 2015, and students and short-term employees have been used to substitute for this position.

Tutoring and individual support to serve students is an accreditation goal. The World Languages Resource Center (WLRC) could be open more hours to serve a wider student population. A Spanish bilingual ISA I is especially needed because the World Languages Department offers a high number of Spanish classes whose students currently do not have enough support.

**Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?**

This position eliminates the need to hire multiple hourly employees who are hired to fill this role in the interim. If this position were to be reopened, it would reduce the need for a large hourly budget (2300 and 2400 accounts).

**Is there funding that can help support the position outside of general funds?**

No

**Describe how this position helps implement or support your three-year PRP plan.**

This position helps with the ongoing PRP goal to hire and maintain staff and tutors in the WLRC. As stated in the mission of the World Languages Department, 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. WLRC staff give the students a chance to explore the language and culture in a relaxed environment without the pressure of assessment.

**Educational Vision Plan 2035 Objective**

1:3

2:3

3:1

3:4

**If the position is not moved forward for prioritization, how will you address this need?**

The plan will be to continue to hire student and short-term hourly staff. We will open the WLRC for as many hours as possible with the staff we have and request this position again next year.

## PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

**Do you have any ongoing needs or needs to augment your regular budget?**

No

## PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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

1. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

## PART 3: TECHNOLOGY NEEDS

**Will you be requesting any technology (hardware/software) this upcoming year?**

No

## PART 4: FACILITIES REQUESTS

**Do you have resource needs that require physical space or modification to physical space?**

No

## PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form 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

## **Feedback and Review**

### **Department Chair**

**I confirm that the PRP is complete.**

Yes

### **Department Chair Name**

Beatrice Manneh

### **Date**

4/3/2024