1. Instructional Program Criteria and Template

Name of Person Completing this Report: Monique Manopoulos
Title of Person Completing this Report: Associate Professor/ Chair
College or Unit: MLL
Report No.: 3
Programs Included: German Minor

Total number of service courses
0

2. Please use Tables 1-6 to prepare your write-ups for the questions in this background information section (up to 250 words in total).

I. The minor in German had not been since before 2008. Only 1st year German was taught until 2009. No German courses have been taught since the budget crisis hit in 2009, and our German lecturer was let go.

II. Those numbers are for the whole department.

2009-10: LD 2141 UD 40; 2010-11: LD 1941 UD 0; 2011-12 LD 1951 UD 25

III. Language courses are required for English majors and International Studies students.

V. Only MLL numbers as a whole are available. Around 4000 Ld and 350 UD

VI. Same numbers

4. Criterion 1

Link to Scoring Rubric

I. Institutional Learning Outcomes: (70%)

<table>
<thead>
<tr>
<th>ILO</th>
<th>Provide evidence to support current and/or planned alignment for each ILO (no more than 60 words for each ILO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems</td>
</tr>
<tr>
<td></td>
<td>All Language students are taught to think critically by having to learn a different way of thinking, speaking, and writing, and also by being exposed to different cultures.</td>
</tr>
<tr>
<td>2.</td>
<td>Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others</td>
</tr>
<tr>
<td></td>
<td>In courses at all levels, students are taught to communicate with and listen to others in a respectful way. In language courses they do so while learning basic communication in German.</td>
</tr>
<tr>
<td>3.</td>
<td>Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities</td>
</tr>
<tr>
<td></td>
<td>Students are taught primarily cultural ethnic diversity from around the world. Immigrants from other countries to Germany, such as Turks, are slowly changing German culture and introducing questions of diversity and identity.</td>
</tr>
<tr>
<td>4.</td>
<td>Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities</td>
</tr>
<tr>
<td></td>
<td>Starting with communication based language courses students continuously learn how to work collaboratively in an open-minded and respectful way. This prepares them for their future workplace.</td>
</tr>
<tr>
<td>5.</td>
<td>Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels</td>
</tr>
<tr>
<td></td>
<td>By being taught about other cultures whether ethnic or of any other kind, in other countries, students are made aware that questions of sustainability discussed in class, have global ramifications, which start at any local level.</td>
</tr>
<tr>
<td>6.</td>
<td>Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice</td>
</tr>
</tbody>
</table>
|     | Our students are taught a special expertise in the respective languages but simultaneously at the upper division level they are taught critical
II. Shared Strategic Commitments: (30%)

All program SLOs are aligned with CSUB ILOs, which obviously are aligned with the Shared Strategic Commitments. German promotes diversity, and supports students engagement by making them think critically about cultures around the world, and thus about their own in an open-minded way. They are taught respect and the value of collaboration. Since the Francophone world has many important scientists who publish articles in French. Students who are successfully exposed to diverse worlds acquire tools that they will be able to use the rest of their lives as citizens and workers.

5. Criterion 2

I. FTES, Number of Majors, and Number of Degrees Awarded

MLL

Transfer the 5-year average and the quartile for total FTES from the total program table only to the table below.

<table>
<thead>
<tr>
<th></th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Lower Division</td>
<td>261.11</td>
<td></td>
</tr>
<tr>
<td>Upper Division</td>
<td>39.28</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TOTAL FTES</td>
<td>300.39</td>
<td></td>
</tr>
</tbody>
</table>

B. Number of Majors, Options and Minors (for information only)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Minor</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
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<td>6</td>
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<td>9</td>
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<td></td>
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<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. California State Jobs Projections for Each Program (35%)

D.

There have been no German majors for the last 5 years. There is a demand though for German courses for the College of Business. For the last two years, I have received a lot of requests for German courses from business students.
<table>
<thead>
<tr>
<th>Programs</th>
<th>TOTAL Jobs for each program from worksheet in Appendix 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>German Minor</td>
</tr>
<tr>
<td>2</td>
<td>German Minor</td>
</tr>
<tr>
<td>3</td>
<td>German Minor</td>
</tr>
<tr>
<td>4</td>
<td>German Minor</td>
</tr>
<tr>
<td>5</td>
<td>German Minor</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
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<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
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<tr>
<td>10</td>
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<td>11</td>
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<td>12</td>
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<td>13</td>
<td></td>
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<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

**Link to Scoring Rubric**

**B. Please discuss the selections you made for the total jobs in your worksheet in Appendix 3**

Interpreters and translators are always in demand, especially in the Bay Area. Editors: skills acquired in German allow them to be tuned to syntax and spelling in both German and English. Secondary school Teachers: It is the career of choice of students. Writers and authors: Students can write essays in both German and English. The College of Business is advising their students to take German language courses. Reporters and correspondents are needed around the world.

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**6. Criterion 3**

1a. List average teaching evaluation scores (average for questions 1-8 of the teaching evaluation questionnaire) for all program faculty in Fall, Winter and Spring Quarters of the 2012-13 academic year.

<table>
<thead>
<tr>
<th></th>
<th>On-Ground Course Evaluations Dept Mean (Q1-8). Transfer Data from Table 11</th>
<th>On-line Course Evaluations Dept Mean (Q1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Winter 2013</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Dept</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2013</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Dept</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1b. System for continuous improvement of teaching
N/A course have not been taught for the last 5 years.

2. Teaching awards, teaching grants, and recognitions
N/A

3. Faculty-supervised student projects
N/A

4. Other evidence of quality indicators related to instruction that may not be listed elsewhere, including, for example, rigor of course syllabi and assignments, faculty diversity within the program
N/A

1a. TT faculty contributions

<table>
<thead>
<tr>
<th></th>
<th>2008 - Total Number</th>
<th>2008 - Average per TT</th>
<th>2009 - Total Number</th>
<th>2009 - Average per TT</th>
<th>2010 - Total Number</th>
<th>2010 - Average per TT</th>
<th>2011 - Total Number</th>
<th>2011 - Average per TT</th>
<th>2012 - Total Number</th>
<th>2012 - Average per TT</th>
<th>2013 - Total Number</th>
<th>2013 - Average per TT</th>
<th>2014 - Total Number</th>
<th>2014 - Average per TT</th>
<th>2015 - Total Number</th>
<th>2015 - Average per TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer reviewed journal publication, juried exhibitions, juried/reviewed and commissioned/presented creative activities and performances, book chapters, books</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Peer reviewed proceedings, conference presentations, abstracts, and non-refereed publications, non-juried and self-produced creative and performance activities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of TT faculty in Table1 in supplemental data package *</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1b. Comment on contributions in professional achievement by TT and FERPs (up to 50 words)
N/A

1c. Comment on contributions in professional achievement by lecturers and FERPs (up to 50 words)
N/A

2. List significant examples for the following (up to 100 words):
N/A

3. List significant professional activities (up to 100 words)
N/A

1. Describe the relevancy of your program as it aligns with internal and external needs (up to 100 words). Specifically, emphasize evidence of the following:
   internal need for College of business which is presently not met.
2. List/describe innovations of the program curriculum (up to 100 words). Specifically emphasize the following:

N/A

1. Accreditation, licensure, and external recognitions; list/describe the following (up to 100 words):

N/A

2. Effectiveness and sufficiency of current resources; list/describe the following (up to 100 words):

obviously insufficient as they are non-existent.

3. Student advising, experiential learning, internships, co-op, service learning; list/describe the following (up to 100 words):

N/A

4. Assessment of learning outcomes; list/describe evidence for the following (up to 150 words):

N/A

5. Student success; list/describe the following (up to 100 words):

N/A

7. Criterion 4

A. You are given "% Difference" value over a 5 year period, comparing your program SFR data with systemwide averages for your program. If your program SFR is higher than the systemwide for a given year, notice that the value is presented as a positive ("+") percentage. If it is presented as a negative percentage ("-"), your program SFR for that year is lower than the systemwide average. The resulting four values are then averaged for you. Transfer the appropriate values to the template as specified. Transfer the average change SFR for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Average Change SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>9%</td>
</tr>
<tr>
<td>Upper Division</td>
<td>12%</td>
</tr>
<tr>
<td>Graduate</td>
<td>0</td>
</tr>
</tbody>
</table>

B. In this section you will be provided with data in Table 16 that indicate any trend of your program SFR relative to the systemwide average for your program. This is presented as the number of times in 5 years that your program SFR has exceeded the systemwide SFR for your program. Transfer the trend for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Trend - Number of Years Program SFR exceeded Systemwide SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>4</td>
</tr>
<tr>
<td>Upper Division</td>
<td>3</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
</tr>
</tbody>
</table>
II. Instructional Costs per FTES (Department Total Annual Instructional Costs/FTES – College Year) (25%)

<table>
<thead>
<tr>
<th>Department</th>
<th>Average Instructional cost per FTES</th>
<th>Average Increase in instructional cost per FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLL</td>
<td>2,441</td>
<td>3.91%</td>
</tr>
</tbody>
</table>

III. Narrative (up to 250 Words) (50%)

The data concerns the department as a whole, and since German has not been taught for the last 5 years, it is impossible to explain data or costs.

8. Criterion 5

I. Use of Existing Resources (Up to 125 words)

Since course are not being taught, there are no resources assigned to this program.

II. Impact of Declining Resources (Up to 125 words)

The impact of declining resources has been that we have not been able to answer to the demands of business majors.

III. Impact of Augmentation (Up to 125 words)

If we were given the opportunity to hire one lecturer in German we could offer German courses geared towards the needs of business majors and others.

IV. Additional Information (Up to 250 words)

Students should be given the opportunity to study a wide variety of subjects in order to better be prepared for any possibilities that might occur in their future. Employers want to have versatile employees in this ever-changing world.