DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.   GERM 1510

Course Number	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	4	25
Course Goals	4	75
Grading Standards and Practices	4	100
Tentative Schedule of Assignments and Tests	4	100
Recommended Items (per Academic Senate)		
Course Name and Number	4	100
Instructor, Office Location, Method of Contact	4	100
Office Hours	4	100
Available Assistance	4	100
Course Catalog Description with Prerequisites	4	100
General Education Attributes (where pertinent)	4	50
Required Books and Supplies	4	100
List of Supportive Materials (where available)	4	50
Evaluation/Testing System & Policies	4	75
Attendance Policy	4	100
Safety Instructions	4	25
Disclaimer Allowing for Reasonable Revisions	4	25
Optional Items		
Semester Meeting Times & Room	4	100
Teaching/Learning Strategies	4	25
Applicable Forms Pertinent to Course	4	50
Reference to Student Policies in OCC Catalog	4	25
Policy on Use of Computing Resources	4	0
Description of Required Computing Skills	4	0
Policy on Plagiarism	4	100
Student Bill of Responsibilities	4	25

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

INSTRUCTORS ⇨	DBm	OH	RS							
Mandatory Items (per FMA and Federal Law)										
ADA Notification	X									
Course Goals	X	X								
Grading Standards and Practices	X	X	X							
Tentative Schedule of Assignments and Tests	X	X	X							
Recommended Items (per Academic Senate)										
Course Name and Number	X	X	X							
Instructor, Office Location, Method of Contact	X	X	X							
Office Hours	X	X	X							
Available Assistance	X	X	X							
Course Catalog Description with Prerequisites	X	X	X							
General Education Attributes (where pertinent)	X		X							
Required Books and Supplies	X	X	X							
List of Supportive Materials (where available)	X		X							
Evaluation/Testing System & Policies	X	X								
Attendance Policy	X	X	X							
Safety Instructions	X									
Disclaimer Allowing for Reasonable Revisions	X									
Optional Items										
Semester Meeting Times & Room	X	X	X							
Teaching/Learning Strategies	X									
Applicable Forms Pertinent to Course		X								
Reference to Student Policies in OCC Catalog	X									
Policy on Use of Computing Resources										
Description of Required Computing Skills										
Policy on Plagiarism	X	X	X							
Student Bill of Responsibilities	X									

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.   GERM 1530

Course Number	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	0%
Course Goals	1	100%
Grading Standards and Practices	1	100
Tentative Schedule of Assignments and Tests	1	100
Recommended Items (per Academic Senate)		
Course Name and Number	1	100
Instructor, Office Location, Method of Contact	1	100
Office Hours	1	100
Available Assistance	1	100
Course Catalog Description with Prerequisites	1	100
General Education Attributes (where pertinent)	1	0
Required Books and Supplies	1	100
List of Supportive Materials (where available)	1	0
Evaluation/Testing System & Policies	1	100
Attendance Policy	1	100
Safety Instructions	1	0
Disclaimer Allowing for Reasonable Revisions	1	100
Optional Items		
Semester Meeting Times & Room	1	0
Teaching/Learning Strategies	1	100
Applicable Forms Pertinent to Course	1	0
Reference to Student Policies in OCC Catalog	1	0
Policy on Use of Computing Resources	1	0
Description of Required Computing Skills	1	0
Policy on Plagiarism	1	0
Student Bill of Responsibilities	1	0

Name   Campus   Date

D.B. McGinnis, Jr., MA, ORchard Ridge, Winter 2007

DATA ANALYSIS

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

	Revision needed	No Revision necessary
Course Number GERM 1510	___	X
Course Number GERM 1530	___	X
Course Number GERM 2610	___	X
Course Number GERM 2610	___	X
Course Number _____	___	___
Course Number _____	___	___
Course Number _____	___	___
Course Number _____	___	___
Course Number _____	___	___
Course Number _____	___	___

CATALOG COURSE DESCRIPTION REVIEW SUMMARY:

Attaining High Levels of Proficiency: Challenges for Foreign Language Education in the United States

MARGARET E. MALONE, CENTER FOR APPLIED LINGUISTICS
BENJAMIN RIFKIN, TEMPLE UNIVERSITY
DONNA CHRISTIAN AND DORA E. JOHNSON, CENTER FOR APPLIED LINGUISTICS

Introduction

The need for individuals who can speak and understand languages other than English is acute in many sectors in the United States, from business and social services to national security and diplomacy. The September 26, 2001, report of the House Permanent Select Committee on Intelligence (H.R. Rep. No. 107-219, 2001) identified language as the single greatest need in the intelligence community. The late Senator Paul Simon (2001) pointed out that "some 80 federal agencies need proficiency in nearly 100 foreign languages. While the demand is great, the supply remains almost nonexistent. Only 8% of American college students study another language."

Of the relatively small number of individuals in the United States who learn languages other than English, an even smaller number achieve a high level of proficiency in the language(s) they study. Developing a cadre of professionals with high levels of proficiency in both English and another language will require significantly greater resources than are currently allocated to language education and training, particularly in higher education.

This digest investigates the availability and adequacy of teaching methods and tools, information technologies, and testing procedures to help language learners achieve high levels of proficiency, and suggests ways to help develop highly proficient speakers of languages other than English in the United States.

Developing High Proficiency Levels

The term *high-level language learner* typically refers to an individual scoring at a level of 3 or higher on the 5-point Interagency Language Roundtable (ILR) language proficiency rating scale or a level of *Superior* or above according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. A learner at the *Superior* level can "communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings" (American Council on the Teaching of Foreign Languages, 1999), while a learner at the *Distinguished* level "begins to approach the level of an educated native speaker" (Leaver & Shekhtman, 2002). Speakers at these levels also possess the academic discourse skills that would be expected of any educated person in the target culture, such as the ability to hypothesize and persuade.

It can take up to 720 hours of instruction for a student to achieve proficiency at the ACTFL *Advanced* level (one level below *Superior*); for a native English speaker to acquire proficiency at the *Superior* level in a language such as Russian, the Foreign Service Institute estimates that a minimum of 1320 hours is required (Omaggio-Hadley, 2001). However, typical undergraduate language programs at U.S. colleges and universities offer only 3 contact hours per week, which, after 2 years, yields at most 180 hours of instruction.

Pathways to Proficiency

There is little in the literature on how best to help language learners develop high levels of proficiency (see Coalition of Distinguished Language Centers, www.distinguishedlanguagecenters.org). We propose a number of possible approaches that could be taken:

- Build on the language background of heritage language speakers (i.e., those whose home or ancestral language is other than English).
- Start language learning early to build a strong basis for second, third, and even fourth language learning.
- Provide intensive immersion experiences for students at the postsecondary level, including overseas study in a target-language culture.

Pedagogical Approaches

We must expand the number of Americans studying foreign languages, especially the less commonly taught languages (i.e., languages other than French, German, Italian, and Spanish), and offer the types of classroom and out-of-classroom experiences that will help individual learners develop high levels of proficiency. These are some approaches that may further this goal:

- Offer intensive summer language institutes, such as those conducted by Middlebury College and the Southeast Asian Studies Summer Institute.
- Increase the number of courses offered in languages other than English, especially in professional subject matter areas such as engineering and business (see, e.g., Angelelli & Degueldre, 2002).
- Provide overseas study to immerse learners in the language and culture they are studying, such as programs in China that include content courses in Chinese and internships with Chinese organizations (see Kubler, 2002).
- Develop materials for upper-level students, such as the computer-mediated tutorials to teach *Advanced* skills in Russian that were developed at the University of Wisconsin-Madison (http://imp.lss.wisc.edu/rails).
- Offer comprehensive language programs that are designed specifically to promote high-level proficiency through on-campus and overseas experiences, such as those supported by the National Flagship Programs.

Technology

A number of technologies encourage and support the development and maintenance of high levels of language proficiency. The Internet brings authentic language and cultural experiences to students and provides opportunities for them to interact with native speakers, to access culturally appropriate and high-level reading and listening texts, and to conduct research in their areas of expertise. Distance learning can combine text, video, CD-ROM, and synchronous and asynchronous use of the Internet in effective ways, as exemplified by the advanced online courses for Chinese, Japanese, and Korean developed at the University of Hawaii (www.nflrc.hawaii.edu/project/399info.html).

Resources

The availability of resources to develop high-level proficiency, especially in the less commonly taught languages (LCTLs), remains limited, although several projects are addressing this challenge:

- Several federally funded language resource centers are focusing on increasing our knowledge about and resources for advanced language learning and teaching (http://nflrc.msu.edu).
- The Center for Advanced Research on Language Acquisition at the University of Minnesota is developing and maintaining a database of LCTL course offerings (http://carla.acad.umn.edu/LCTL).
- The Language Materials Project at the University of California, Los Angeles (www.lmp.ucla.edu), provides an online bibliographic database of materials for more than 100 LCTLs.
- The International Research and Studies Program of the U.S. Department of Education holds an annual grant competition to fund projects to improve and strengthen instruction in modern foreign languages, area studies, and other international fields (www.ed.gov/programs/iegpsirs/index.html).

- Several conferences have brought together stakeholders from various branches of government, the education community, and commerce to examine language needs across American society (www.nlconference.org/docs/White_Paper.pdf).
- The Center for Advanced Study of Language is working to enhance the ability of federal employees across all agencies and branches to speak and understand other languages at high levels of proficiency (www.casl.umd.edu).
- The National Flagship Language Initiative has awarded grants to support the teaching and learning of Arabic, Chinese, Korean, and Russian at universities recognized as leaders in language education (www.casl.umd.edu/nfli).
- The Defense Language Transformation Roadmap was created by the Department of Defense to increase language and cultural expertise among the officer, civilian, and enlisted ranks (www.defense.gov/news/Mar2005/d20050330roadmap.pdf).

Assessments

To measure our success in developing high levels of language proficiency, we must find ways to determine when learners have reached these levels. Although assessments that measure high levels of proficiency exist, most are not widely available. For example, opportunities to learn how to administer the U.S. government's oral proficiency interview (OPI) are limited. Similarly, a number of U.S. government agencies' tests for listening and reading beyond the ACTFL *Superior* level are not released for reasons of national security and cannot be administered to university students.

A few initiatives are beginning to fill some of these gaps. For example, the Center for Applied Linguistics is developing Web-delivered tests of listening and reading proficiency in Arabic and Russian that will assess proficiency from the *Novice* through *Superior* levels (www.cal.org/projects/webtest). But many gaps remain.

A Case Study: What Works in Russian

Russian is one LCTL in which programs exist that help students attain high levels of proficiency. The following sequence of courses and educational opportunities has proved successful in Russian:
- A solid foundation in Russian grammar, syntax, and pronunciation taught within a proficiency-oriented course progression at the beginning and intermediate levels
- Summer immersion experiences within the United States
- Established study abroad programs in Russian-speaking countries
- Fourth-year courses (offered on campus) in Russian, not necessarily limited to literature
- Extended residency in Russia after graduation

Unfortunately, this full course sequence is offered at very few institutions of higher education. In particular, the critical fourth-year, post-study-abroad course is often not available; this leaves students without a viable language course after the study abroad experience. It is important to note that even in full-sequence programs, not all students attain oral proficiency above the *Intermediate* level; but without following the full sequence, attaining a highter level of proficiency would be impossible (Rifkin, 2005).

Challenges

These are some of the many challenges that remain:
- Early language programs are not widely available, and study abroad is financially difficult for many students.
- Many language instructors lack adequate training in language teaching and do not possess a high level of proficiency in the language they are teaching.
- Although technology can improve the efficiency of language learning and can increase the number of listening and reading texts to which students are exposed, there is little incentive for university faculty to develop instructional software to enhance high-level learning. The cost of technology is also an obstacle.
- Adequate resources for full course sequences are still unavailable in many languages.
- Few assessments are available to test high levels of language proficiency in many languages in all skill areas.

- There are few incentives for students to study LCTLs or for institutions to offer LCTLs.

Recommendations

The need to increase the number of students who reach high levels of proficiency exists for all languages but especially for the LCTLs. The following recommendations are offered as a starting point.
- Provide incentives to K-12 school districts to develop well-articulated, sustained language learning sequences beginning in the early grades.
- Make study abroad programs available and affordable for students studying LCTLs.
- Support the development and implementation of programs that promote teacher quality in foreign language teaching at all levels and across all languages.
- Implement programs that incorporate overseas experiences and other effective approaches to developing high levels of language proficiency.
- Allocate adequate resources for technology that can improve the quality of language learning.
- Develop resources for full course sequences in all languages.
- Develop and make available tests that measure high levels of language proficiency in all skill areas.
- Provide incentives for students to attain high levels of proficiency.
- Provide financial support and other vital resources to institutions that offer LCTLs.
- Support heritage language maintenance and development.
- Research "what works" in language teaching and learning.

Conclusion

The need for speakers who are proficient in more than one language is clear in the context of national interests and security, as well as for personal and societal benefits. The cost of ignoring this need has already been felt. The situation will become even more urgent if sufficient effort and resources are not allocated to develop a language-proficient society that includes individuals with high levels of proficiency in critical languages.

References

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Kubler, C. (2002). Learning Chinese in China: Programs for developing superior- to distinguished-level proficiency in China and Taiwan. In B. L. Leaver & B. Shekhtman (Eds.), *Developing professional-level language proficiency* (p. 96). New York: Cambridge University Press.

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Omaggio-Hadley, A. (2001). *Teaching language in context* (3rd ed.). Boston: Heinle and Heinle.

Rifkin, B. (2005). A ceiling effect in traditional classroom foreign language instruction. Data from Russian. *Modern Language Journal, 89*(1), 3-18.

Simon, P. (2001, October 23). Beef up the country's foreign language skills. *The Washington Post.*

DATA ANALYSIS

DISCIPLINE REVIEW

G. GENERAL EDUCATION/OUTCOMES ASSESSMENT

Coordinator: Complete this form after reviewing the General Education Data Collection forms filled in by the members of your Discipline on all the courses in the catalog which have GE Attributes indicated in the Catalog.

Course Number	% of Faculty Teaching	% of Faculty Assessing GE Attributes	% of Faculty information to improve instruction
GERM 1510	100%	100%	50%
GERM 1530	100%	100%	100%
GERM 2610	n/a	n/a	n/a
GERM 2620	n/a	n/a	n/a

GENERAL EDUCATION/OUTCOMES ASSESSMENT REVIEW SUMMARY:

Coordinator: Comment on the above data as well as on any SAGE findings that apply to the instruction in your Discipline.

International Commerce > Foreign Direct Investment

Foreign Direct Investment in Michigan
The number and prestige of international firms with operations here confirm the maturity and international strength of the Michigan economy. There are 3,760 divisions, affiliates and subsidiaries in the state representing over 40 countries and encompassing all industry and service sectors.

Germany leads in the number of operations in Michigan. Japan is the 2nd-largest international investor in the state, while investment from the United Kingdom ranks 3rd.
Canada and Netherlands rank 4th and 5th, respectively.

Michigan has experienced business attraction specialists servicing the Canadian, German and Japanese markets. These specialists work to promote Michigan as an attractive location for firms seeking expansion into the North American market.

International Investment
- Export Connection
- Export Businesses
- Export Service Providers
- Export Assistance
- Exports & Markets
- Canada
- Mexico
- Japan
- Euro Union
- Foreign Trade Zones
- NAFTA
- Foreign Direct Investment
- Global Partnership
- Small Business Outreach
- Procurement Technical Assistance Centers
- International Representatives

Table 8
International Operations in Michigan

Germany	610
Japan	549
U.K.	512
Canada	500
Netherlands	476
France	295
Other	818
Total	**3760**

Source: Dunn & Bradstreet

Copyright © 2007 Michigan Economic Development Corporation.
300 N. Washington Sq., Lansing, MI 48913
1-888-522-0103

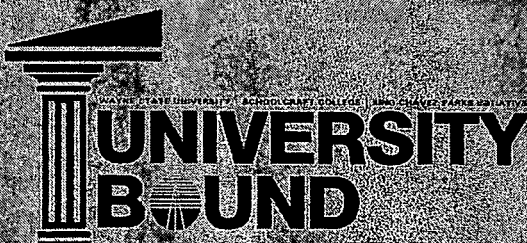# I can write well; why do I need to learn grammar?

Nouns, verbs, adjectives, adverbs –
why do we need to learn these!
This seminar will focus on the
important connection between
understanding grammar
and effective writing.

Wednesday, January 31
9:30 – 10:50 AM
McDowell Center
MC-200AD

Presenter: Anna Maheshwari
Chair, English Department

Drawings for gift certificates
will occur at each seminar.

Light refreshments will
be provided.

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DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION _Ger 1510, Ger 1530_
           Course Number

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Attributes indicated in the Catalog.

Please check the General Education Attributes you are teaching and assessing in your instruction of this course.

GE Attributes Listed in the Catalog	Teaching	Assessing
1) Communicate effectively 2) Think critically and creatively 3) Solve problems	X	X
5) Acquire interpersonal and personal development skills 6) Learn independently and collaboratively 8) diversity/commonality		
7) Be technologically and scientifically literate X		

Please list briefly what strategies you are using to teach and assess the GE Attributes, as indicated above.

Learning Activities Partner and Group Exercises and Projects; Essay writing and redrafting; Role plays as Germans, Austrians, Swiss, Europeans and North Americans; Reading materials on history and culture Germany, Austria, Switzerland, Europe; Blackboard course information, cultural

Assessment Strategies information; practice exams loaded online.

Quizzes, Tests, Essays (two drafts: second a rewriting of first), Oral Exam Final Exam

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Attributes.

Reintroducing quizzes and essays; use of workbook as an independent exercise; introduction of oral exam; introduction of more spoken/interactive class work

Please return to O. McGinnis *at* OR *by* ASAP
              Name   Campus   Date

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Distribute this form to <u>all full-time and adjunct faculty</u>.

What resources or services does the Discipline/Program need in order to improve instruction? Please explain the reason you are requesting each resource.

The program can greatly improve by updating the text if not also selecting an entirely new text. The program needs a text with meaningful vocabulary, a communicative approach and online exercises/workbook. The college could provide more computers at all campuses.

What curriculum revisions or development would enhance instruction in your Discipline/Program?

A new text as described above plus more online exercises: tests, quizzes, listening exercises (podcasts), writing and reading exercises and/or an online workbook.

Please return to D McGinnis *at* OR *by* asap
Name   Campus   Date

Rationale / It is the philosophy of Oakland Community College to ensure that each student pursuing and completing an associate degree has experienced the General Education component as embodied in the requirements of each associate degree program at OCC.

General Education is the foundation of every student's program when attaining a degree, regardless of area of emphasis. It is intended to impart common knowledge, intellectual concepts and attitudes. General Education for OCC students exists to expand their abilities and skills and to develop ideas and values. It will also prepare them to address the issues, problems and technology across the fields of studies.

Attributes / Oakland Community College has identified 10 General Education Attributes. These attributes will introduce educational experiences that will encourage students to:

1. Communicate effectively
2. Think critically and creatively
3. Solve problems analytically, systematically and insightfully
4. Develop an aesthetic awareness
5. Acquire interpersonal and personal development skills
6. Learn independently and collaboratively
7. Be technologically and scientifically literate
8. Appreciate diversity and commonality
9. Develop a strong commitment to social responsibility
10. Understand the global environment.

This list was derived from the College faculty's rigorous research reviews in the following areas:

- attributes desired by employers for college graduates
- attributes necessary for success in the most common adult roles of citizen, worker and family member to trends in other colleges and universities.

The General Education Distribution requirements will provide the student with an in-depth focus on the 10 attributes through exposure to a breadth of disciplines.

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION *GER 1510/GER 1530*
Course Number

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Attributes indicated in the Catalog.

Please check the General Education Attributes you are teaching and assessing in your instruction of this course.

GE Attributes Listed in the Catalog	Teaching	Assessing
1, 4, 6, 8	✓	✓

Please list briefly what strategies you are using to teach and assess the GE Attributes, as indicated above.

Learning Activities
① use vocabulary in conversation and writing sentences.
⑥ have students present individualy and as a group on topics from the chapter - when possible
⑧ talk about cultur, behavior, living situations of the country. Show Video. w/ cultural info.

Assessment Strategies
Evaluate presentations on pronunciation, content, grammar. In class participation, test per chapter and quiz per chapter on vocab. & grammar.

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Attributes.

N/A

*Please return to*_____*at*_____*by*_____.
                Name   Campus   Date

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Distribute this form to <u>all full-time and adjunct faculty.</u>

What resources or services does the Discipline/Program need in order to improve instruction? Please explain the reason you are requesting each resource.

This Discipline is in need of a new book - which will enhance comunication aspects in the classroom situation. This is an important part in learning a language, to be able to communicate as a native would.

What curriculum revisions or development would enhance instruction in your Discipline/Program?

The use of "Deutsch, Na Klar" in the classroom has more usefull vocabulary and more excersises for students to participate in. The work and lab book are much more exspanded and ~~repetitious~~. repetitive.

Please return to_____ at _____ by_____.
        Name   Campus   Date

DATA COLLECTION

DISCIPLINE REVIEW

E. INTERDISCIPLINARY INTERACTIONS   N|A

Coordinator: Please distribute this form to a varied sample of Instructors who use courses in your Discipline as required, support, or elective courses in their Discipline or Program. Contact the Chair of Counseling on your campus to help you determine to whom to send this form if you need assistance.

The purpose of this survey is to determine the nature and extent of interdisciplinary activities and interactions for our Discipline

1. Please respond whether the course(s) listed below serve students in your Discipline/Program as:

	Requirement	Support	Elective	No Role
_____ Course	_____	_____	_____	_____
_____ Course	_____	_____	_____	_____
_____ Course	_____	_____	_____	_____
_____ Course	_____	_____	_____	_____

2. To fulfill the needs of the students in your program discipline list each course that:

Is working well: _____ _____ _____
Needs revision: _____ _____ _____

Give reasons for necessary revisions in your Interdisciplinary Interactions Review Summary

3. How do these courses contribute to the goals and desired outcomes of your Discipline/ Program?

*Please return to*_____*at* _____ *by*_____.
      Name   Campus   Date

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION ___*GER 153*___
Course Number

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Attributes indicated in the Catalog.

Please check the General Education Attributes you are teaching and assessing in your instruction of this course.

GE Attributes Listed in the Catalog	Teaching	Assessing
Other cultures/points of view	✓	____
_____	____	____
_____	____	____

Please list briefly what strategies you are using to teach and assess the GE Attributes, as indicated above.

Learning Activities
Class discussions

Assessment Strategies

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Attributes.

Please return to _____ *at* _____ *by* _____ .
Name   Campus   Date

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Distribute this form to <u>all full-time and adjunct faculty</u>.

What resources or services does the Discipline/Program need in order to improve instruction? Please explain the reason you are requesting each resource.

Students want —
book — predictable layout ex. German on left, English on right
consistency across semesters and Instructors (1-5, 6-10 always or whatever
the current books audio is confusing to students..
the book's readings (conversation & the more difficult ones) are good
the variety within the chapter is good

What curriculum revisions or development would enhance instruction in your Discipline/Program?

the pace is perhaps too fast, certainly for students
with no German background

*Please return to*_____*at* _____ *by*_____.
          Name   Campus   Date

DATA COLLECTION

DISCIPLINE REVIEW

E. INTERDISCIPLINARY INTERACTIONS

Coordinator: Please distribute this form to a varied sample of Instructors who use courses in your Discipline as required, support, or elective courses in their Discipline or Program. Contact the Chair of Counseling on your campus to help you determine to whom to send this form if you need assistance.

The purpose of this survey is to determine the nature and extent of interdisciplinary activities and interactions for our Discipline

1. Please respond whether the course(s) listed below serve students in your Discipline/Program as:

nothing pre-listed here

my course German 153

Course	Requirement	Support	Elective	No Role
	2.			
Course				
Course				
Course				

2. To fulfill the needs of the students in your program discipline list each course that:

Is working well: _____ _____ _____

Needs revision: _____ _____ _____

Give reasons for necessary revisions in your Interdisciplinary Interactions Review Summary

is OK but for some students should be revised

3. How do these courses contribute to the goals and desired outcomes of your Discipline/ Program?

teaches about other cultures
other points of view
increases understanding of the English language

*Please return to*_____*at* _____ *by*_____.
            Name   Campus   Date

German Curriculum Review
Additional Questionnaire

1.   What are your opinions regarding the high rate of withdrawals? Are you assigning "WP" grades yourself, instead of assigning an "F" grade, or are students withdrawing on their own? Have you had contact with some of your withdrawals, and have they given you reasons for their withdrawal? Opinions and/or impressions are acceptable.

Students are withdrawing on their own and based on conversations I have had with them, these are the main reasons:

Reason 1: Many of the students who withdraw have medical conditions (Cancer, Lupus, Auto-immune deficiency) and are in school to receive some portion of their parent's insurance or funding. They usually will have a surgery and do not return after being treated.

Reason 2: The course is too much work, too difficult, or moves too quickly. I do think that we should scale back to 5 chapters rather than six or seven. Although many can handle seven chapters (especially if they have had high school German), our students are usually working part-time or full-time and cannot physically handle the required study time for the course.

Reason 3: They registered late and German was the only thing left. (Not a compliment). They did not really want to take the course.

Reason 4: They were expecting something completely different. (Perhaps a German for Travel type course.) This is especially true for seniors or non-traditional students from the community).

Reason 5: They are soldiers and are trying to get some language training before they are called up to serve. I had one student last semester and one a few semesters ago, who left because they were deployed.

2.   Are you using immersion (or modified immersion) methodology?
I speak as much German as possible, but do allow for questions in English. I encourage students to come to get help from me when they need to.

3.   Do you have the goal of producing conversationalists by the end of the first and/or second semester?
I am not sure what you mean by "conversationalists" for Beginning German. I do expect them to be able to have short conversations about the topics we have covered: to be able to answer "What is your name?" "Can you spell it?" "How is the weather?" etc. and to be able to use or recognize the past tense by the end of the first semester.

4.   What do you assign which would constitute a "writing across the curriculum"   assignment?

We write lists, postcards, skits, journals, and I have had them give reports about the German influence in Michigan .

5.   What are the average number of written homework exercises per week? Probably 4 collected assignments (a few from the book, a few from the workbook)

From: D M [mailto:occgerman@yahoo.com]
Sent: Thursday, May 03, 2007 8:14 PM
To: Olga Hiltunen; Randy Schantz; Kathleen Thomson
Cc: Pam Tesch
Subject: German Curriculum Review Questionnaire etc

Greetings!
I am in the final stages of composing the curriculum review. I have sent you an additional questionnaire which I hope you can return to me (via email) by the beginning of next week. Some observations: One of the biggest problems we have as a so-called programme is that we do not have a standard syllabus, I have attached a copy of my most recent for this last semester. Some of the required items which are missing from **some** syllabi are (1) ADA notification, and (2) course goals. There is set OCC approved wording for both, which are on my syllabus. (The last sentence in the ADA notification is mine.) There are also some recommended and optional items which are missing.

The recommendation will be that the present course catalog descriptions will stand and are not in need of revision.

Regarding a new textbook: I do not disagree that we could change; however, while the curriculum review process is not an inappropriate process during which such a suggestion is taken into account, such a suggestion needs to be made earlier in the academic year. I have recommended to Jack Cronin, the new chair of Humanities at OR, that we continue to utilize *Neue Horizonte* this year, with a suggestion for another coming in the next academic year. I have used *Deutsch, Na Klar* for on-site instruction in a non-academic setting, but I have not had time to review the new edition in depth. I still have two copies for those of you who would like to peruse it.

I believe that we need to meet as a group and agree on some broad general principals if we are to have a programme. For the upcoming spring/summer, I am available on Monday and Wednesday nights. We all need to meet sometime soon.

Donald B. McGinnis, Jr., MA
Adjunct Lecturer, German

This email address is intended for the purpose of communicating with students attending German classes at OCC or for the purpose of communicating with others regarding the academic discipline of German. It is not intended for personal utilization. Sale or use by any for-profit or non-profit for any purpose whatsoever is expressly forbidden.

YAHOO! MAIL

Subject: RE: German Curriculum Review Questionnaire etc

Date: Mon, 7 May 2007 08:53:59 -0400

From: "Hiltunen, Olga" <oahiltun@oaklandcc.edu>

To: "D M" <occgerman@yahoo.com>

German Curriculum Review
Additional Questionnaire

1.   What are your opinions regarding the high rate of withdrawals? Are you   assigning "WP" grades yourself, instead of assigning an "F" grade, or are students   withdrawing on their own? Have you had contact with some of your withdrawals,   . and have they given you reasons for their withdrawal? Opinions and/or   impressions are acceptable.

   The with drawls in my class are the students that are not willing to put the time into learning a language/ do the homework/ do not come to class on a regular basis and then see that missing so much puts them behind.
   The students that I did talk to or contacted me on why they are withdrawing have personal reasons- like family problems and illnesses.

2.   Are you using immersion (or modified immersion) methodology?

   Yes I am using immersion- or at least modified immersion with the first semester.

3.   Do you have the goal of producing conversationalists by the end of the first and/or second semester?
   I try to make as much conversation as is possible with this book, but the main concentration is on grammar. So really producing conversationalists is not a big possibility.

4.   What do you assign which would constitute a "writing across the curriculum"   assignment?
   I am not understanding what you are asking

5.   What are the average number of written homework exercises per week?

   As far as assignments I give lesser amount on the weekday but more over the weekend. Usually I assign 2-3 different exercises or writing sentences with new verbs. I give worksheets with 15-20 sentences on them to rework.

From: D M [mailto:occgerman@yahoo.com]
Sent: Thu 5/3/2007 8:13 PM
To: Hiltunen, Olga; Randy Schantz; Kathleen Thomson
Cc: Pam Tesch
Subject: German Curriculum Review Questionnaire etc

Greetings!
I am in the final stages of composing the curriculum review. I have sent you an additional questionnaire which I hope you can return to me (via email) by the beginning of next week. Some observations: One of the biggest problems we have as a so-called programme is that we do not have a standard syllabus, I have attached a copy of my most recent for this last semester. Some of the required items which are missing from **some** syllabi are

Thomson, Kathleen

German Curriculum Review
Additional Questionnaire

1.   What are your opinions regarding the high rate of withdrawals? Are you assigning "WP" grades yourself, instead of assigning an "F" grade, or are students withdrawing on their own? Have you had contact with some of your withdrawals, and have they given you reasons for their withdrawal? Opinions and/or impressions are acceptable.

THIS PAST SEMESTER I HAD ONE STUDENT SHOW UP ON THE FIRST DAY AND THEN NEVER AGAIN. I HAVE NO IDEA WHY. I ALSO HAD TWO STUDENTS FROM BRAZIL WHO STARTED CLASS THE SECOND AND THIRD MEETINGS. ONE GAVE UP QUICKLY, THE OTHER WAS GONE FOR A COUPLE TIMES THEN CAME BACK BUT REALLY COULDN'T GET BACK INTO THINGS AT THAT POINT. THERE WAS ALSO A 4TH STUDENT WHO WAS INITIALLY DOING WELL BUT TOLD ME SHE WAS RELUCTANTLY DROPPING BECAUSE HER WORK RESPONSIBILITIES WERE JUST TOO MUCH THAT SEMESTER AND SHE KNEW SHE WOULDN'T BE ABLE TO GIVE THE CLASS THE ATTENTION IT DESERVED.

2.   Are you using immersion (or modified immersion) methodology?   NO

3.   Do you have the goal of producing conversationalists by the end of the first and/or second semester?   MY GOAL IS TO GIVE THEM A GOOD UNDERSTANDING AND FOUNDATION IN THE BASICS OF GERMAN SO THAT THEY CAN PROGRESS TO THE NEXT LEVEL, OR SO THAT WHAT THEY HAVE LEARNED WILL COME BACK TO THEM LATER ON IF THEY VISIT GERMANY OR NEED IT FOR WORK. ADDITIONALLY I WANT THEM TO LEARN SOMETHING ABOUT GERMAN LIFE AND CULTURE.

4.   What do you assign which would constitute a "writing across the curriculum" assignment?   I DON'T KNOW WHAT YOU MEAN BY THIS.

5.   What are the average number of written homework exercises per week?
I RARELY HAVE MANY TRADITIONAL "TEEN-AGE" COLLEGE STUDENTS. MOST OF MY STUDENTS HAVE A FULL TIME JOB. MANY ALSO HAVE A FAMILY AND SOME HAVE OTHER CLASSES TOO. GIVEN THIS AND THE LACK OF NEEDED MEMORY SKILLS OF CURRENT-DAY STUDENTS, THEY HAVE A VOCABULARY QUIZ EVERY WEEK IN CLASS AND 5 OFFICIAL WRITTEN HOMEWORK ASSIGNMENTS WHICH ARE PART OF THEIR GRADE. OTHER WRITTEN HOMEWORK IS BASED ON WHAT SEEMS TO BE NEEDED BY THAT PARTICULAR CLASS AND NOT GRADED. SOME STUDENTS ON THEIR OWN WRITE OUT VARIOUS EXERCISES TO HELP THEMSELVES IN CLASS, OTHERS DON'T. I MAY REQUIRE MORE WRITTEN MATERIAL NEXT TIME.

Schantz, Mandy

German Curriculum Review
Additional Questionnaire

1.   What are your opinions regarding the high rate of withdrawals? Are you assigning "WP" grades yourself, instead of assigning an "F" grade, or are students withdrawing on their own? Have you had contact with some of your withdrawals, and have they given you reasons for their withdrawal? Opinions and/or impressions are acceptable.

I am assigning WF and WP grades for students who have stopped attending and have not withdrawn. I have had contact with several withdrawing students. The majority have enrolled in the class for personal and professional reasons, not for academic ones.
Almost all were not aware of the "audit" option at registration, and those who learned of the option and even spoke with administrators on changing status within the first week of classes were denied a change of status. These students stop attending when they must leave the country or their work schedules no longer permit attendance.
As many collegiate language programs have changed to "cultural" and "language studies" programs and have changed instructional style too, the college could have a more vibrant program by evolving as other language programs have.

2.   Are you using immersion (or modified immersion) methodology?

I am using a modified immersion style.

3.   Do you have the goal of producing conversationalists by the end of the first and/or second semester?

I have a goal of producing students who are competent in given situations and thematic topics similar to those introduced and practiced in class. I have a goal of producing students who can negotiate new, unknown situations.

4.   What do you assign which would constitute a "writing across the curriculum" assignment?

One assignment is the chapter essay.

5.   What are the average number of written homework exercises per week?

Besides the written exercises in the workbook, there is a draft of an essay assigned every week.

Major Highlights

Program Dashboard

Credit Hour Trends

Occupational Projections with
Job Skill Competencies

Assessment Plan

Assessment Results

CRC Recommendations

Follow up

German
Major Highlights
March 2007

Overview

The information contained within this binder represents supporting reports and data associated with the CRC's review of the German curriculum. These documents are intended to provide a historical perspective, as well as an idea of current and future issues which may impact the short and long term viability of the program.

Major Highlights

- During academic year 2005-06 four out of seven dashboard measures scored in the red zone, falling short of established benchmarks. Specifically, the percent of completed sections, percent of minority students, student withdrawal rate, and the student course completion rate fell below benchmarks established on these measures.

- Of all available seats, German courses fill at 75.8% of capacity. Although within the established benchmark range for this measure (75% to 90%), previous years have seen lower filled to capacity rates.

- Cancellation of German courses has steadily increased over the past three years. During 2005-06, 56.5% (N = 10) courses were canceled. This far exceeds the college-wide rate of 13.4%.

- Based on a three year rolling average, both credit hour and headcount enrollment in German have experienced a consistent decline over the past six years

- Over the past three years German courses have attracted a lower than expected proportion of minority students. During 2005-06, 15.8% of German students were minority, compared to 27.9% college-wide.

- The student withdrawal rate in German courses far exceeds the college-wide average and is well outside of the benchmark established for this measure. During 2005-06 27.7% of German students withdrew compared to a college average of 17.8%. However, the percent of students receiving an incomplete is within the benchmark range.

- In part driven by a high withdrawal rate, student success in German courses has ranged between 50% and 56% over the past three years. This is relatively low especially when compared to a 68.2% college-wide student success rate.

- When considering all seven dashboard measures along with their relative weights and benchmarks, German has experienced a consistently low overall composite dashboard score over the last three years.

Oakland Community College
Program Dashboard

The purpose of the program dashboard is to provide a data driven tool designed for the systematic and objective review of all curriculum offerings. Based on a common set of measures which apply to all programs/disciplines the program dashboard facilitates the systematic identification of well performing as well as ailing curriculum so early intervention (triage) efforts can be undertaken.

In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually. Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term programmatic decision-making needs. As in an airplane, the dashboard consists of a variety of indicator lights to provide the "pilot" information about the overall performance of the highly complex machine.

Oakland Community College
Program Dashboard Report
2005-06

German GER
Dashboard Score: 7.69

Measures	Current Score	Benchmarks Trouble Score	Target Score	Percent of Target Achieved	Weight	Weighted Score
Sections Filled to Capacity	75.8%	75.0%	90.0%	84.2%	18.0%	1.52
Percent of Completed Sections	56.5%	75.0%	90.0%	62.8%	14.2%	0.89
Credit Hour Trend Ratio	0.93	0.71	1.25	74.4%	15.3%	1.14
Percent of Minority Students	15.8%	16.9%	18.8%	84.0%	6.1%	0.51
Percent of Withdrawals	27.7%	15.0%	0.0%	72.3%	12.0%	0.87
Percent of Incompletes	0.8%	3.0%	0.0%	99.2%	7.9%	0.78
Student Course Completion Rate	56.1%	60.0%	75.0%	74.8%	26.5%	1.98

Oakland Community College
Percent of Target Achieved
2005-06

German GER

Source: Office of Assessment and Effectiveness
Updated On: 3/20/2007
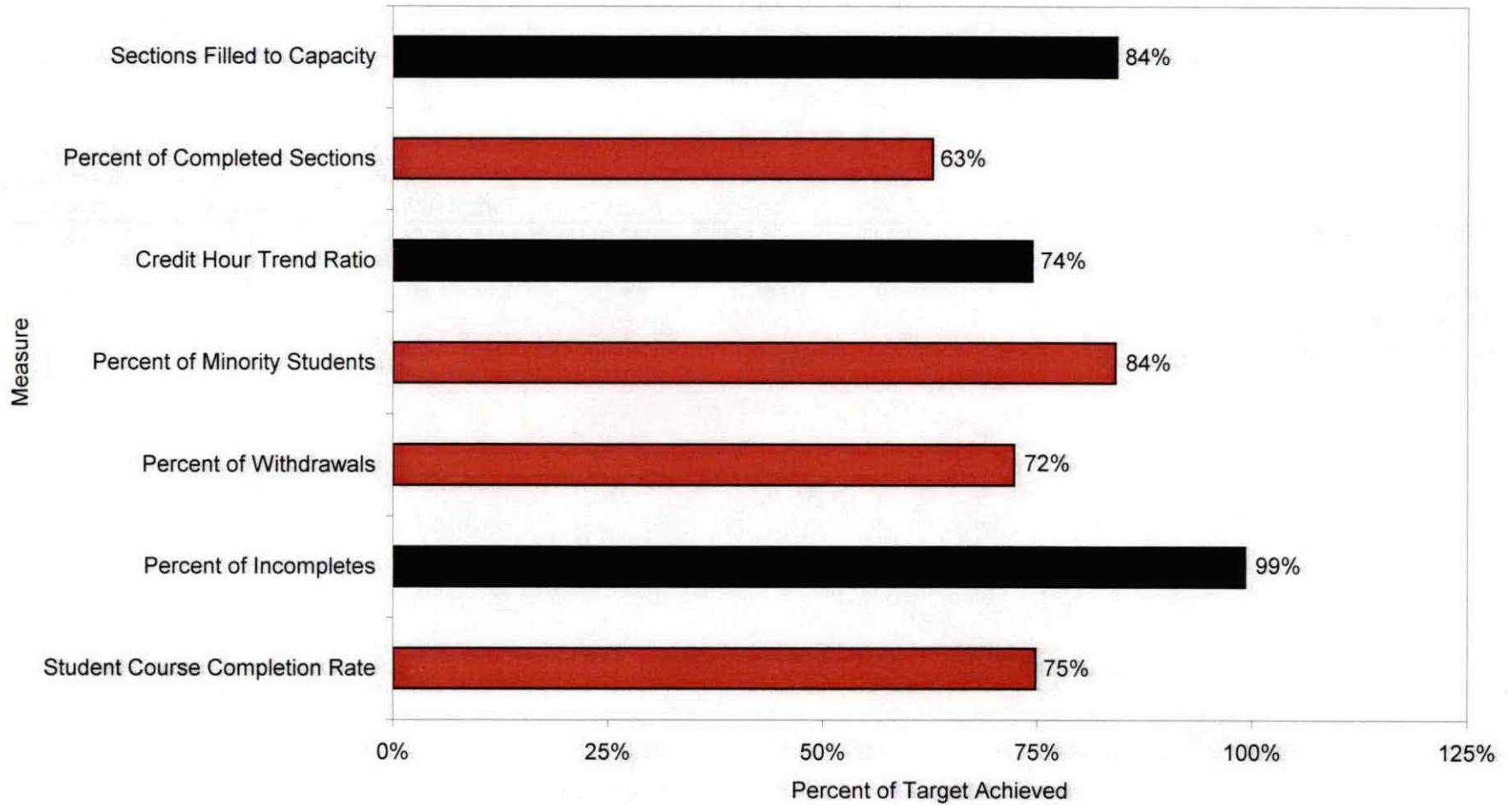
Program Dashboard
Detail Report

Prefix GER
Title   German

	Program			College Wide
	2005-06	**2004-05**	**2003-04**	**2005-06**
Sections Filled to Capacity	75.8%	62.5%	67.5%	83.2%
Percent of Completed Sections	56.5%	64.3%	75.0%	86.6%
Headcount Trend Ratio	0.93	0.99	1.00	1.02
Credit Hour Trend Ratio	0.93	0.99	1.00	1.02
Percent of Minority Students	15.8%	21.7%	19.2%	27.9%
Percent of Withdrawals	27.7%	28.2%	35.4%	17.8%
Percent of Incompletes	0.8%	3.8%	0.4%	1.6%
Student Course Completion Rate	56.1%	54.0%	50.2%	68.2%
Dashboard Score	7.69	7.67	6.49	

Sections Filled to Capacity

Prefix   GER

Prefix Title   German

	2005-06	**2004-05**	**2003-04**
Total Students	266	287	328
Total Capacity	351	459	486
Sections Filled To Capacity	75.8%	62.5%	67.5%

Definition:

The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

Percent of Completed Sections

Prefix   GER

Prefix Title   German

	2005-06	2004-05	2003-04
Active Sections	13	18	18
Cancelled Sections	10	10	6
Total Sections	23	28	24
Percent of Completed Sections	56.5%	64.3%	75.0%

Definition:

Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

Methodology:

Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

Headcount Trend Ratio

Prefix   GER

Prefix Title   German

	2005-06	**2004-05**	**2003-04**
Headcount Year 1	335	310	327
Headcount Year 2	328	335	310
Headcount Year 3	303	328	335
Headcount Year 4	270	303	328
Headcount Period 1	322	324	324
Headcount Period 2	300	322	324
Headcount Ratio	0.93	0.99	1.00

Definition:

Trend in student headcount based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term. (Note: this measure is not used in the calculation of the Program Dashboard score since it parallels trends depicted in Credit Hours.)

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student headcount.

The formula used to calculate this measure involves three simple steps:

a. Year 1 + Year 2 + Year 3 / 3 = Period 1
b. Year 2 + Year 3 + Year 4 / 3 = Period 2
c. Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Credit Hour Trend Ratio

Prefix   GER

Prefix Title   German

	2005-06	**2004-05**	**2003-04**
Credit Hour Year 1	1,340	1,240	1,308
Credit Hour Year 2	1,312	1,340	1,240
Credit Hour Year 3	1,212	1,312	1,340
Credit Hour Year 4	1,080	1,212	1,312
Credit Hour Period 1	1,288	1,297	1,296
Credit Hour Period 2	1,201	1,288	1,297
Credit Hour Ratio	0.93	0.99	1.00

Definition:

Trend in student credit hours based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student credit hours.

The formula used to calculate this measure involves three simple steps:

a. Year 1 + Year 2 + Year 3 / 3 = Period 1
b. Year 2 + Year 3 + Year 4 / 3 = Period 2
c. Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Percent of Minority Students

Prefix   GER

Prefix Title   German

	2005-06	2004-05	2003-04
Minority Students	38	58	55
Total Students	241	267	287
Percent of Minority Students	15.8%	21.7%	19.2%

Definition:

The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Percentages are based on those students enrolled on the terms official census date (one tenth day) and excludes missing data.

Percent of Withdrawals

Prefix   GER

Prefix Title   German

	2005-06	2004-05	2003-04
Total Withdrawals	73	81	101
Total Grades	264	287	285
Percent of Withdrawals	27.7%	28.2%	35.4%

Definition:

The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Percent of Incompletes

Prefix   GER

Prefix Title   German

	2005-06	**2004-05**	**2003-04**
Total Incompletes	2	11	1
Total Grades	264	287	285
Percent of Incompletes	0.8%	3.8%	0.4%

Definition:

The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Student Course Completion Rate

Prefix   GER

Prefix Title   German

	2005-06	**2004-05**	**2003-04**
Successful Grades	148	155	143
Total Student Grades	264	287	285
Student Course Completion Rate	56.1%	54.0%	50.2%

Definition:

The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).

OAKLAND
COMMUNITY
COLLEGE

Credit Hour Trends Report
German
GER
2005-06

Prepared by:

Oakland Community College

Office of Institutional Research

March 19, 2007

Oakland Community College
Credit Hour Trends Report
German
1995-96 through 2005-06

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

Trends over a specified period of time are illustrated by the following graphs for German.

- Graph depicting ten-year trend in student credit hours generated by German

- Graphs depicting three-year moving mean and rate of change in student credit hours for German.

- Ten-year trend in annual credit hours generated Collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Oakland Community College
Ten-Year Trend in Student Credit Hours
German
1995-96 through 2005-06

	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	5-Year % Change	10-Year % Change
German	1,156	1,120	1,092	1,264	1,136	1,216	1,072	1,320	1,196	1,148	1,028	-15.5	-11.1
College Wide Totals	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	7.6	8.1
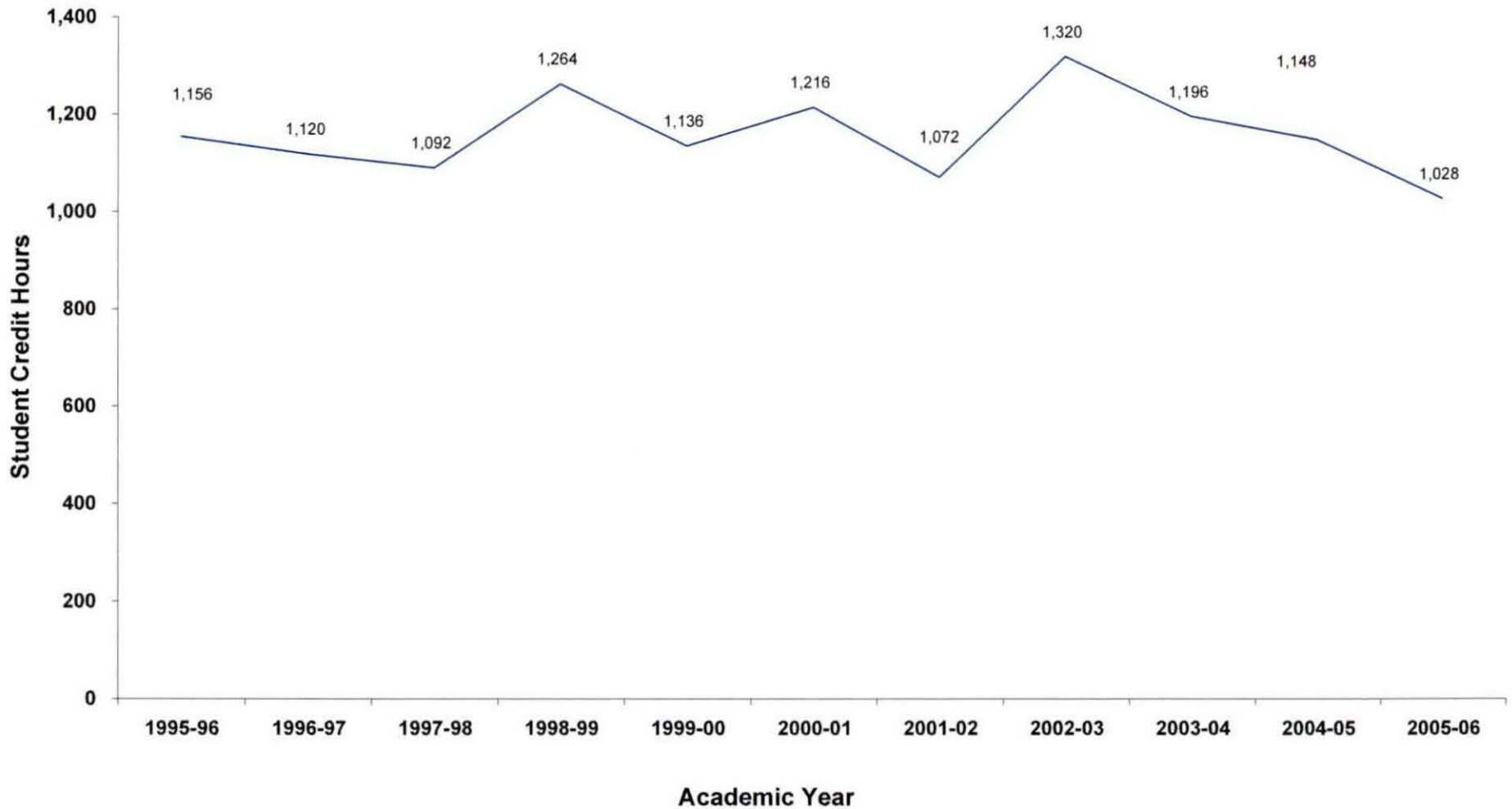
Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1995-96 through 2004-05
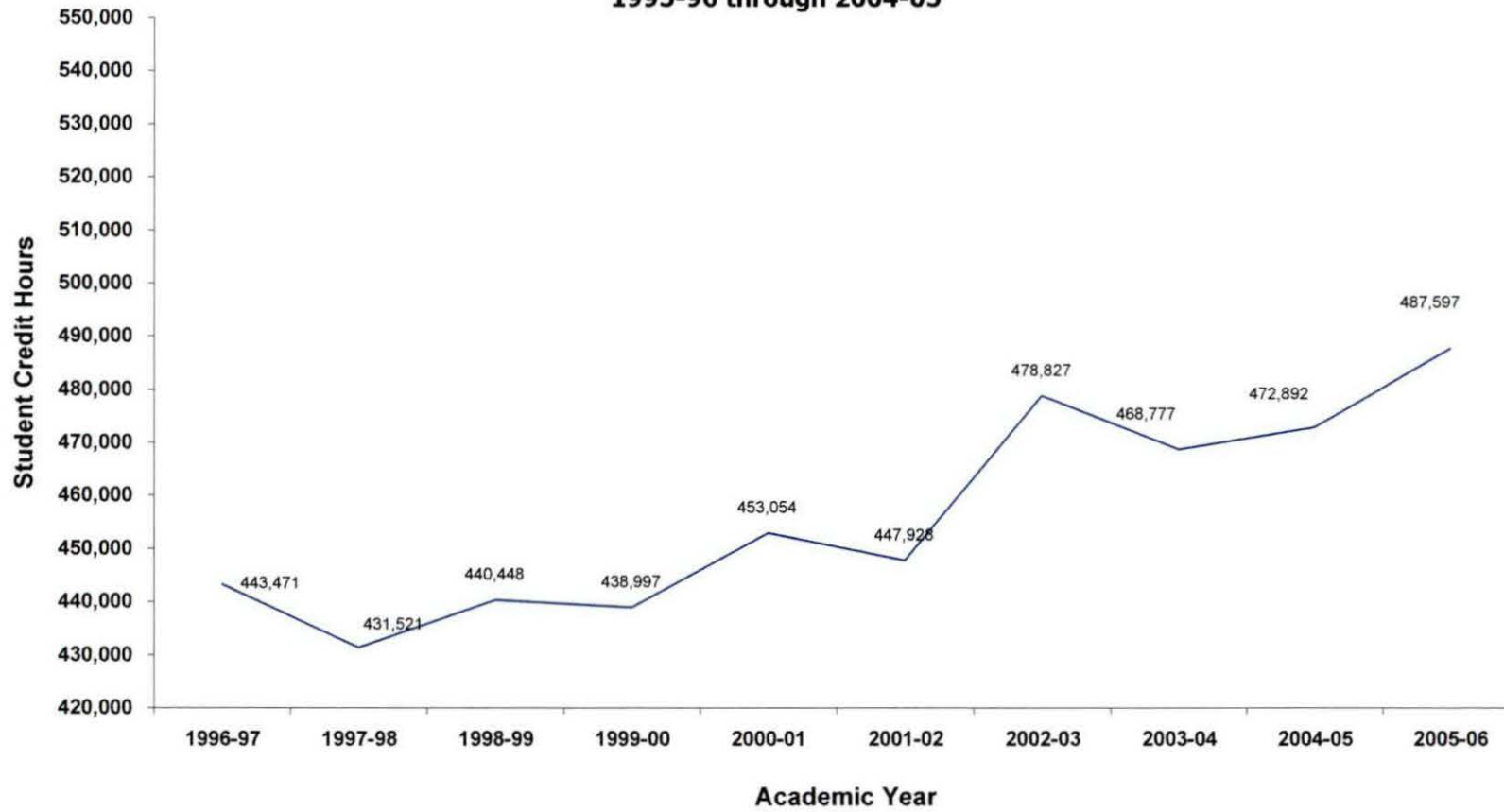
1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597

OAKLAND COMMUNITY COLLEGE

German Review
Don McGinnis, Jr. – adjunct faculty
June 1, 2007

- All faculty teaching German need to follow mandatory requirements for syllabi
- CRC recommends that all adjuncts for German use the same syllabi template with the ability for modifications. RO has one on the P drive
- It appears the discipline needs a unified philosophy of what and how German will be taught...traditional model (conversation) or more focus on grammar
- CRC recommends the German Discipline review the textbook used
- Consider using assessment dollars to survey the purpose of taking a German class...GE requirement, work, etc (what is the outcome) as well as what is the philosophy of the Language Discipline...functional utilization versus academic
- Coordination of adjuncts in all languages is needed. Meeting once each semester is requested.
- CRC recommends working with the French Coordinator (full-time faculty) on a World Language Arts Curriculum
- The German Discipline might consider putting in general benchmarks for all courses in the catalogue (students will be able to...)
- The German Discipline needs to actively target recruitment for non-traditional students since there are many companies that are German based (610) in Michigan. Work with the Office of Assessment & Effectiveness
- Since German is taught by adjuncts only, there is a need for one classroom with storage on each campus.