Q21. Welcome to COA's new, online portal for completing your Instructional Program Review. Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions during the process, please email Interim Dean Karen Engel at kengel@peralta.edu or call or text her cell phone at (510) 381-5292. Thank you!

Q1. Please select the discipline, department or program:

WLANG ▼

Q2. Please provide the name of the person(s) completing this Program Review:

Cynthia Weiss

Q3. Please provide a mission statement or brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how [the program] aligns with the college mission statement.

The Mission of the German Program at College of Alameda is to help students develop communicative and cultural competence in German. Students work on developing proficiency in listening, speaking, writing, and reading in the language, in addition to developing cultural knowledge
about German speaking countries and communities. Courses are conducted in German and much class time is dedicated to task-based, communicative activities.

Q23. CURRICULUM

Q7. Please attach your most recent (within the past 3 years) curriculum review report. If you don't have one, please proceed to the next question.

Q8. Have all of your course outlines of record been updated or deactivated in the past three years?

○ Yes
◉ No

Q9. Please list the courses that still need updating and specify WHEN WILL YOUR DEPARTMENT UPDATE each one, within the next three years (please enter a month and year).

Enter course name	Enter Month and Year of Anticipated Update
German 1A	3/18
Enter course name	
Enter course name	

Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	

Q17. Please list the courses you plan to DEACTIVATE and the date you will do so.

	Enter Month and Year of Deactivation
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	

Q10.
What are the discipline, department or program of study **plans for curriculum improvement** (i.e., what are the courses or programs to be developed, enhanced, or deactivated)?

There is only 1 class in the German Department. German 1A.

Q12. Please list the name and type of **degree** your program offers.

	AA	AS
Enter name of degree	○	○

Enter name of degree	○	○
Enter name of degree	○	○
Enter name of degree	○	○
Enter name of degree	○	○

Q16. Please list the name and type of **certificates** your program offers.

	CA	*CP*
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○

Q13. Please specify how much of each **DEGREE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
Enter name of degree	○	○	○
Enter name of degree	○	○	○
Enter name of degree	○	○	○
Enter name of degree	○	○	○
Enter name of degree	○	○	○

Q92. Please specify how much of each **CERTIFICATE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○

Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○

Q24. ASSESSMENT

Q20. Please attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years (or the most recent year with SLO assessments). Please review the "At a Glance" reports and answer the following questions:

German At-A-Glance.zip
263.4KB
application/x-zip-compressed

Q14. How does your discipline, department or program ensure that students are aware of the student learning outcomes (SLO's) of the courses and instructional programs in which they are enrolled?

- ☑ Provide in writing on first day of class
- ☐ Post on the program website
- ☐ Post on department bulletin board
- ☐ Other (please describe) [_____]

Q19. Where are your discipline, department or program course and program student learning outcomes (SLO's) published?

- ☑ Syllabi
- ☐ Course Catalog
- ☐ Department Website (please provide link to SLO's) [_____]
- ☐ Other (please specify) [_____]

Q22. Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example.

- ☑ Significant change or improvement #1:

Course has stayed the same. It is one German 1A class over the past three years. Canceled one semester due to low enrollment.

☐ Significant change or improvement #2:

☐ Significant change or improvement #3:

☐ (Optional) additional significant changes or improvements:

Q93. Please attach the data from the "Status Report" section of TaskStream for the findings discussed above.

Q26. Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and/or program level improvement for the next three years as a result of what you learned during the assessment process. Please state the course number or program name for each example.

Q94. Please attach the data from the "Assessment Findings and Action Plan" section of Taskstream for each example discussed above.

Q27. Describe how assessment results for **Distance Education** <u>courses</u> and/or <u>programs</u> compare to the results for the corresponding face-to-face classes, if applicable.

> There are no distance ed. courses

Q28. Describe assessment results for courses with **multiple sections**. Are there similar results in each section?

Q29. Describe your discipline, department or program participation in assessment of COA's <u>institutional level outcomes (ILOs).</u>

Q30. How are your course and/or program level outcomes aligned with COA's <u>institutional level outcomes (ILOs)</u>?   Please describe the "Goal Alignment Summary" from <u>TaskStream</u>.

Q95. Please attach the "Goal Alignment Summary" from <u>TaskStream</u>.

Q31. INSTRUCTION

Q32. Describe **effective and innovative strategies** used by faculty to involve students in the learning process.

Q33. How has **new technology** been used by the discipline, department or program to improve student learning?

The German 1A class is given in a smart classroom although the one time I observed the instructor she wasn't using it. Classroom instruction is traditional in this class.

Q34. How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face-to-face, hybrid (some online but not 100%), and Distance Education (100% online) courses?

There are no distance or on-line courses. It is all face-to-face.

Q35. If your program offers Distance Education classes, how do you ensure they have the same level of rigor as the corresponding face-to-face classes?

Q36. Briefly discuss the enrollment trends of your discipline, department or program over the past three years. An "**Enrollment Trends**" data dashboard is available on the left side of the COA Program Review webpage. Please sure to set the filters for College of Alameda and then your program and courses.

This class has been low enrolled since the fall of 2015.

Q31. Feel free to download your data (see "Download" at the lower right corner of the Enrollment dashboard) and attach data here.

Q32. Please provide an explanation of student demand for specific courses (or lack thereof).

The course needs to be promoted however German offerings at other institutions are low enrolled as well.

Q33. Find the "**Productivity**" data dashboard on the left side of the COA Program Review webpage. Filter for your program and/or course. Compare the productivity (total FTES/total FTEF) for your discipline, department or program to that of the College's overall productivity rate. College of Alameda's overall productivity rate for 2016-17 was 15.46. Definitions can also be found on the COA Program Review webpage.

Productivity for German is at 8.5. It is lower than the college average of 15.46.

Q34. What are the salient factors, if known, affecting the enrollment and productivity trends for your program with you mention above?

One adjunct instructor on a traditionally low enrolled course.

Q35. Are courses scheduled in a manner that meets student needs and demands?

○ Yes
◉ No

Q36. How do you know whether or not courses are scheduled in a manner that meets student needs and demands?

A day time offering might possibly attract more students but in my knowledge this course has not been offered during the day. Many students are attracted from the community and are not transfer students.

Q37. Please provide any recommendations and priorities for improving enrollment in your program.

More advertising. Experimenting with days and hours.

Q38. STUDENT SUCCESS & STUDENT EQUITY

The course completion standard *(percentage of students earning a grade "C" or better, or earning "Credit")* for the College of Alameda is 66%. In the sections below, please describe the course completion rates for each of the courses in your discipline, department or program for each of the past three years. [Please access the "**Course Completion**" data dashboard on the left of the COA Program Review webpage to access this data. Use the DE filter to evaluate face-to-face courses (set the DE filter to "NULL" by themselves, hybrid and distance ed. courses]. To download an image of your dashboard - see the "Download" button at the lower right corner of the dashboard. Feel free to attach the data here **OR** enter it in below.

Q39. Please enter the course completion rate for each of the **face-to-face (NOT online - set DE filter to "NULL")** course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number German 1A	51	62	47
Course Name & Number 			
Course Name & Number 			
Course Name & Number 			
Course Name & Number 			

Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			

Q40. Please review the student equity "**Course Completion**" data provided on COA's Program Review website. Are there any differences in **face-to-face** course completion rates when dis-aggregated by the following sub-populations.? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1
Age	○	⦿	
Ethnicity	○	⦿	
Gender	○	⦿	
Foster Youth status	○	⦿	
DSPS (disability status)	○	⦿	
Low income status	○	⦿	
Veterans status	○	⦿	

Q48. Please discuss the differences (if any) in **face-to-face** course completion rates across dis-aggregated groups.

Too few students to make a generalization.

Q101. Does your program offer any hybrid (more than 51% online) or distance education (100% online) courses?

○ Yes

⊙ No

Q64. Using the "Retention" data dashboard on the COA Program Review webpage, please enter program's overall **retention rate** (after the first census, the percent of students earning any grade by a "W" in a course or series of courses) for each of the last three years (filter for College of Alameda and your Department).

	2014-15 Retention rate (%)	2015-16 Retention Rate (%)	2016-17 Retention Rate (%)
Program Retention Rate	53	77	47

Q53. Describe the discipline, department, or program retention rates for the past three years.

Usually around a 50% attrition rate with an improvement in 2015/2016

Q54. How does your discipline, department, or program course **retention rates** compare to the College's retention standard? College of Alameda's retention rate standard is: 47%.

○ Higher
○ The same
⊙ Lower

Q56. Please review the student equity data available in the "**Retention**" data dashboard by filtering for your Department and (course) Catalog Description as well as each of the sub-populations listed below. Are there differences in the course **retention rates** when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1
Age	○	◉	
Ethnicity	○	◉	
Gender	○	◉	
Foster Youth status	○	◉	
DSPS (disability status)	○	◉	
Low income status	○	◉	
Veterans status	○	◉	

Q57. What has the discipline, department, or program done to improve course completion and retention rates?

> Sometimes there are as few as 13 students. Difficult to draw conclusions.

Q58. What is your program planning to do over the next three years to improve course completion and retention rates?

> Attract more students.

Q65. Using the **Degrees and Certificates** data dashboard on the COA Program Review webpage, please review the number of degrees and certificates awarded by your program each year, for the past three years.   Please attach a data chart here (you can download an image of your dashboard by clicking "Download" in the lower right corner, saving, and attaching here) or enter the data in the question below.

Q66. If you do not attach a data chart above, please enter the information here:

	Number of Awards 2014-15	Number of Awards 2015-16	Number of Awards 2016-17
Degree or Certificate	N/A	N/A	N/A
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			

Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			

Q67. What has the discipline, department, or program done to improve the number of degrees and certificates awarded?

This is one language class.

Q68. What is the discipline, department, or program planning to do over the next three years to improve the number of degrees and certificates awarded?

Q69. HUMAN, TECHNICAL, and PHYSICAL RESOURCES (including equipment & facilities)

Q70. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

	Enter numbers
Full-time faculty headcount	
Part-time faculty headcount	1
Total FTEF faculty for the discipline, department or program	
Full-time/part-time faculty ratio	
Classified staff headcount	

Q71. Describe your current utilization of facilities and equipment.

Teacher has a smart classroom. Students use texts, and have the equipment necessary to improve language in all four skills.

Q72. What are your key **staffing** needs for the next three years? Why?

Probably 1 adjunct instructor is sufficient for this dept.

Q98. Please provide evidence to support any request for additional staffing such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Q73. What are your key **technological** needs for the next three years? Why?

Improvement in the classroom lighting, and the smart equipment is beginning to signs of age.

Q99. Please provide evidence to support any **technology resource** request such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Q74. What are your key **facilities** needs for the next three years? Why?

Updated equipment. Better classroom. Lighting that can be dimmed during simultaneous viewing and writing activities.

Q100. Please provide evidence to support any **facilities request** such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents **here.**

Q75. Please be sure to complete the "Prior-Year Resource Utilization Self Evaluation" template available on your program's Program Review webpage - click on your program's name and select "Prior Year Resource Utilization" Template." Upload the completed template here:

Q97. Please be sure to complete the Comprehensive Instructional Review Resource Request for template available on your program's Program Review webpage - click on your program's name and select "Resource Request Template." Upload the completed template here:

Q76. COMMUNITY, INSTITUTIONAL, and PROFESSIONAL ENGAGEMENT & PARTNERSHIPS
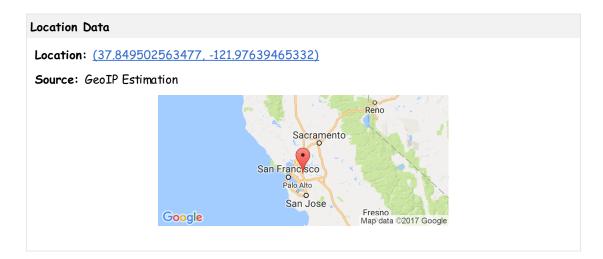
Q77. Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities.

> Adjunct faculty is difficult to include in activities or meetings. We will try for a World Language departmental meeting in the Spring of 2018.

Q78. Please list the committees that full-time faculty participate in.

Committee 1
Committee 2
Committee 3
Committee 4
Committee 5
Committee 6
Committee 7
Committee 8
Committee 9

Q79. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

> There have been no activities or collaborations except communication by e-mail.

Q80. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

> E-mail.

Q81. PROFESSIONAL DEVELOPMENT

Q82. Please rank order the types of professional development (PD) needs or your discipline or department. Drag each item to place it in the appropriate order. Add types of PD by filling in the blanks.

Classroom technology	1
Instructional methods	2
Faculty mentoring	3
Use of online resources	4
Cultural sensitivity	5

Other (please specify) [ ]	6
Other (please specify) [ ]	7
Other (please specify) [ ]	8
Other (please specify) [ ]	9
Other (please specify) [ ]	10

Q83. Please describe the professional development needs of your discipline or department.

If we update the German class and make it partially hybrid (one possiblity to attract more students) the instructor will need Canvas training. The instructor currently teaches at other colleges.

Q84. How do you train new instructors in the use of Distance Education platforms?

There is not Distance Ed.

Q85. Is your program's method for training new instructors in the use of Distance Education platforms sufficient?

○ Definitely yes
○ Probably yes
● Might or might not
○ Probably not
○ Definitely not

Q86. DISCIPLINE, DEPARTMENT, OR PROGRAM GOALS & ACTIVITIES

Q87. Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: You will also be asked to complete and Integrate Goal Setting Table in the next section. Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

The biggest goal is to try to increase enrollment. There are a few considerations: Change time and days, make class partially hybrid and increase awareness that the class exists (promotion).

Q89. On your **Program Review** webpage (click on your program's name), find and complete the "Comprehensive Instructional Program Review Integrated Goal Setting Template." Align your program goals (described briefly above) to the college mission statement and goals and the PCCD strategic goals and institutional objectives. Once the template is complete, SAVE it with your program name and upload it here.

Q90. Congratulations! You have completed your Program Review for 2017-18!

Location Data

Location: (37.849502563477, -121.97639465332)

Source: GeoIP Estimation

Organizational Area	Summary Results
College of Alameda AMS » Full Course Listing **GERM 1A Elementary German**	*No Outcomes have been included that are mapped to the selected Outcomes* *No Measures have been specified* *No Findings have been specified*

Report:	Summary of the Assessment Cycle Results in : 2015-2016 Assessment Cycle: Assessment Plan and Assessment Findings
	Report Generated by Taskstream
Workspace:	COURSE ASSESSMENT
Assessment Plan Template:	COURSE ASSESSMENT
Filtered by:	**German (GERM) Outcome Set**; Outcome: Proficiency, Skill Application, Cultural Knowledge
Report Generated:	Thursday, October 19, 2017

Organizational Area	Summary Results

College of Alameda AMS » Full Course Listing

GERM 1A Elementary German

Overall Statistics

- **100%** (3/3) outcomes were included
- **100%** (3/3) of outcomes included have at least one measure specified
- **67%** (2/3) of outcomes included have measures with findings specified

3 Total Measures (Includes measures that do not have findings)	2 Total Measures with Findings

Measure Type/Method

Student Artifact	0 (0%)
Exam	3 (100%)
Portfolio	0 (0%)
Other	0 (0%)
Total Direct	**3 (100%)**
Survey	0 (0%)
Focus Group	0 (0%)
Interview	0 (0%)
Other	0 (0%)
Total Indirect	**0 (0%)**
Unspecified	**0 (0%)**

Successful Performance Target Met?

Not Met	0 (0%)
Met	0 (0%)
Exceeded	2 (100%)
Unspecified	0 (0%)

Report: Summary of the Assessment Cycle Results in : 2016-2017 Assessment Cycle: Assessment Plan and Assessment Findings

Report Generated by Taskstream

Workspace: COURSE ASSESSMENT

Assessment Plan Template: COURSE ASSESSMENT

Filtered by: **GERM 1A Elementary German Outcome Set**; Outcomes: Outcome 4: Conversation Competency 2, Outcome 2: Skill Application, Outcome 3: Cultural Knowledge, Outcome 1: Proficiency, Proficiency

Report Generated: Thursday, October 19, 2017

Organizational Area	Summary Results
College of Alameda AMS » Full Course Listing **GERM 1A Elementary German**	*No Outcomes have been included that are mapped to the selected Outcomes* *No Measures have been specified* *No Findings have been specified*