

**Report of the Committee on Assessment of Institutional Effectiveness**  
**Program: German, B.A.**  
**2019**

**1. Program has an articulated Mission Statement that aligns with the Colleges' mission and Strategic Plan.**

MEETS: The mission statement is articulated very well and aligns closely with the College's.

**2. Program has stated goals and learning outcomes in support of its mission statement.**

MEETS: Program has three clearly defined learning outcomes listed in the evidence document which support the programs mission statement. The three goals are also distinct and, happily, measurable.

**3. Program uses assessment tools to evaluate the effectiveness of learning outcomes.**

MEETS: The department has an ongoing and active assessment of its curriculum. Assessment plans and results are discussed in department meetings of all German roster faculty and suggestions for improvement are incorporated into their plans.

**4. Program reflects and if necessary acts on assessment of student learning.**

MEETS: The program, and its faculty, clearly use their feedback to adapt their methodology. The assessment committee (consisting of all 4 roster faculty members in German) discuss findings for all three SLOs and make appropriate changes as well as continuing assessments on particular SLOs.

**5. Program has implemented curricular change to better meet program goals and learning outcomes.**

MEETS: Program has implemented curricular change to better meet program goals and learning outcomes. The program will add speaking and literary/cultural analysis as two further SLOs.

**1. Program has professionally active and engaged faculty scholars.**

MEETS: Evidence shows that three (of five) faculty are very actively engaged scholars with a record of consistent publication. There is no information on the others.

**7. Program has faculty members who are engaged in service to their Department, School, Campus, Discipline, and/or their community.**

APPROACHING GOAL: Faculty seem to be very involved in departmental events, but with the exception of one senior instructor, no evidence is provided that the faculty are engaged in the school or college. The program does work to attract high school students throughout the year, and there were many public events on campus that attracted a large number of guests.

**8. Program provides opportunities for faculty development in teaching and research.**

DOES **NOT** MEET: Beyond funding for conference and workshop travel, there do not appear to be any programmatic efforts to foster faculty development in the department.

**9. Program produces alumni able to launch successful careers, enter graduate programs, or contribute to society.**

MEETS: The program has a system established for tracking recent alumni accomplishments. Graduates have pursued careers in a variety of fields including arts, business, technology, education, and the sciences. However it is not clear what percentage of graduates follow different career paths.

**10. Program contributes to broader educational development of students through participation in Gen Ed, QEP, FYE, Honors, Interdisciplinary, etc**

MEETS: The program makes a strong contributes to Gen Ed foreign language requirements, has recently contributed to FYE and learning community programs, and has contributed interdisciplinary courses with environmental studies and computer science. The program is encouraged to continue to contribute to these programs and should also consider ways to contribute to the current QEP on Sustainability Literacy (or should document these if already occurring).

**11. Program provides high impact experiences to students.**

MEETS WELL: The program has a long-standing successful summer internship program that has consistently provided high impact experiences to a significant number of students. The program has supported some bachelor's essay, research projects, and theatrical performances, but the provided data suggest these experiences may be offered by a limited number of faculty. Additional faculty are encouraged to provide high impact experiences to students.

**12. Program has an effective enrollment strategy.**

APPROACHING GOAL: The German program has focused primarily on curricular strategies for increasing enrollment. These are to be commended. However, few recruitment strategies are being used to try to increase the number of majors in the program. There doesn't seem to be a target enrollment number, nor are there effective strategies to maintain a consistent enrollment.

**13. Program has sufficient resources so as to not be overly reliant on adjunct faculty, and has an articulated process for adjunct evaluation.**

DOES **NOT** MEET: The program admits to an over-reliance on adjunct faculty. Sufficient resources are not available to staff the gen ed language courses with roster faculty. However, there is a robust process in place for evaluating adjunct faculty.

**14. Program attracts diverse students and faculty.**

**Students:** DOES **NOT** MEET: The program reports a small but relatively steady proportion of majors from under-represented minorities (~14%), which is below the College's ~20%. No data are included on the proportion of female (or non-binary) students in the German major. It would be desirable to work towards a program that helps to attract a diversity of students to the College.

**Faculty:** DOES **NOT** MEET: The program reports that 3 of its 5 full-time faculty members are women, but do not identify any under-represented minorities on their faculty.