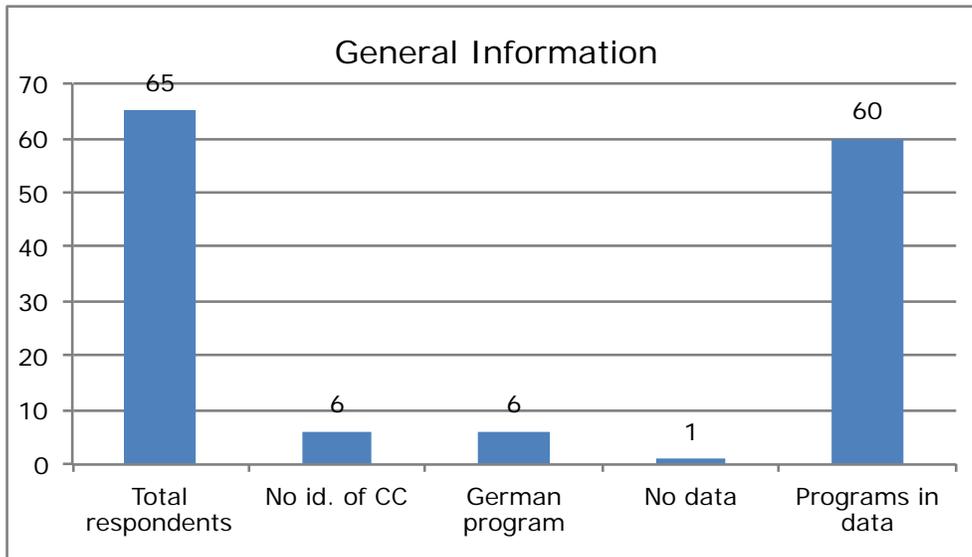


## "Demographics of Faculty: German at Community Colleges"

Survey developed by the AATG Community College Committee

### General information:

A survey was sent 239 German faculty members at community colleges in September, 2010. Sixty-five responses were received, 6 of which did not identify the name of the community college. Four respondents have no German program. One respondent identified the college, but did not report data. The remaining 60 valid surveys were used to compile the data below, a return of 25%.

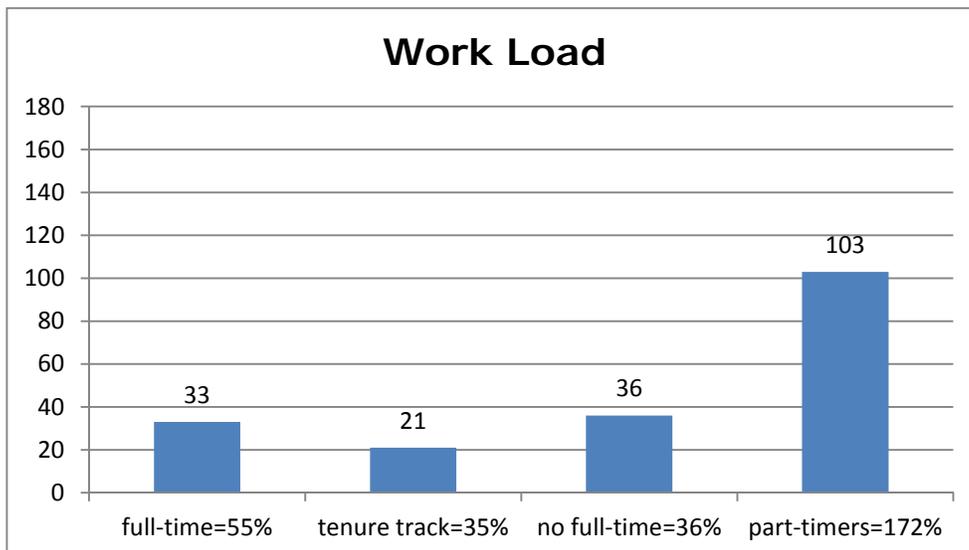


### Discussion of questions

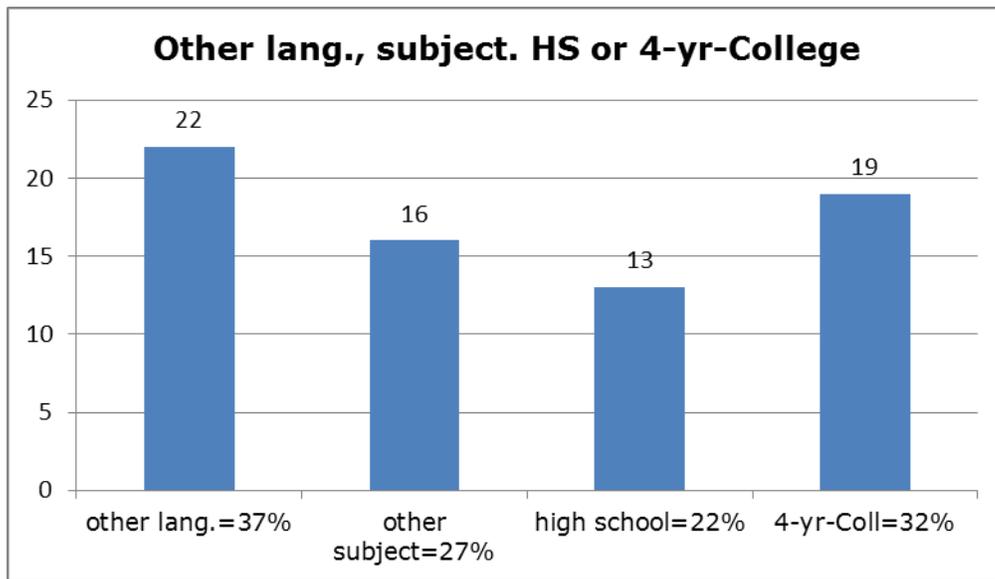
Questions #1, #2, and #3 dealt with workload.

Answers to #1 reported on two situations. In programs with at least one full-time faculty member, 33 of 60 are full-time faculty members, or 55% of the total respondents. Thirty-six of 60 respondents reported no full-time faculty members, or 60% of the total respondents.

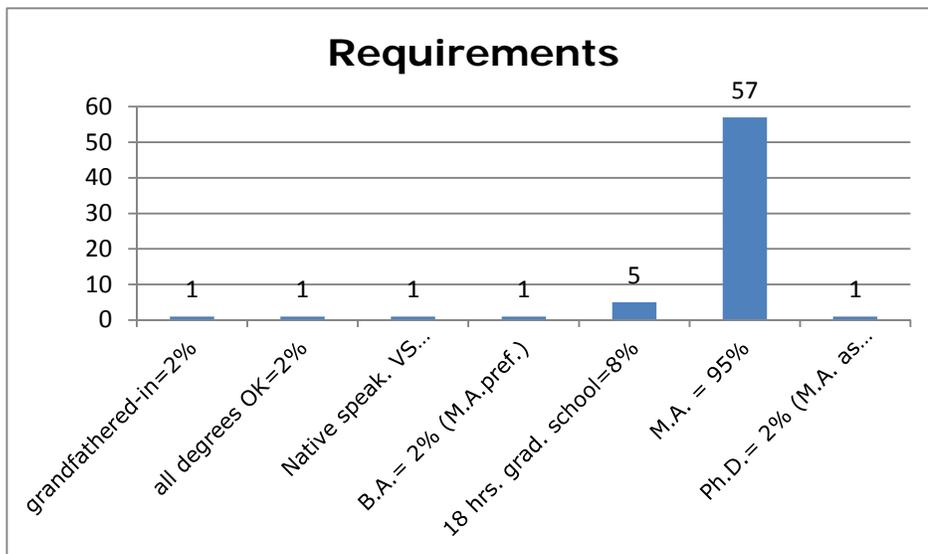
Answers to #2 reported that of the full-timers, 21 (35%) are in a tenure track position, and, according to #3, there are 103 (105) part-time members teaching German, which in relation to the full-timers represents 172% (175%) of the workforce.



Question #4 a. b. c. and d elicited information on faculty members teaching other languages, other subjects, in high schools, or in 4-year colleges as well. Q#4a tells us that 22 out of the 60 (37%) also teach another language. Q#4b reports that 16 out of 60 (27%) also teach another subject. Q4c informs us that 13 out of 60 (22%) also teach at a high school. 19 out of 60 (32%) also teach in a 4-year-college.

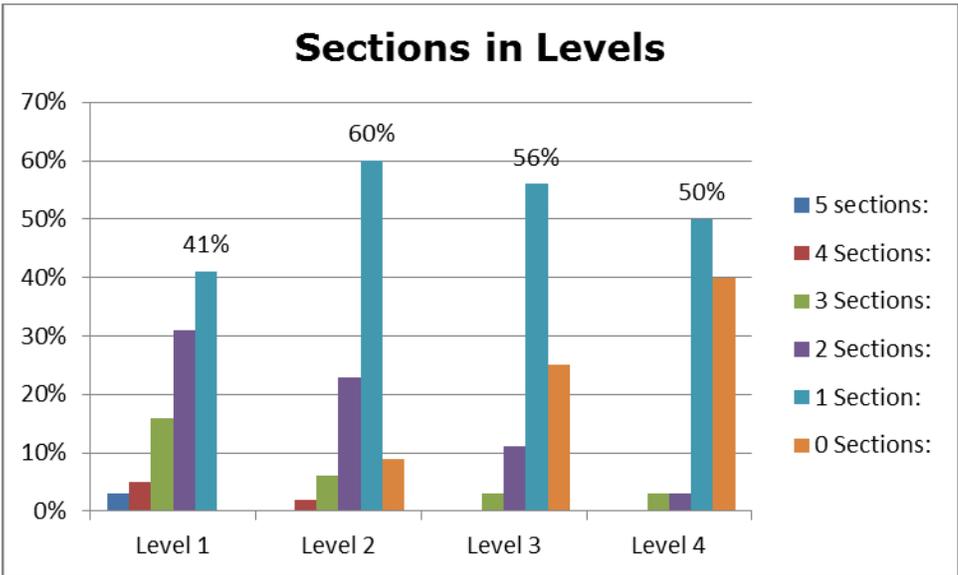


Question #5 elicited information about qualifications and requirements to teach the German. From the lowest to the highest degree the answers were as follows. Below an M.A. 1 (2%) was “grandfathered-in” faculty; all degrees were acceptable in 1 (2%) case; Also 1 (2%) allowed “native speaker” as an alternative to an M.A. degree. In 1 (2%) case, a B.A. degree was accepted, but an M.A. is preferred. A minimum of 18 graduate hours was required for 5 (8%) of the faculty members. An M.A. degree was required in 57 cases (95%). There was only 1 (2%) faculty member with a Ph.D. in a department in which an M.A. degree was a requirement.

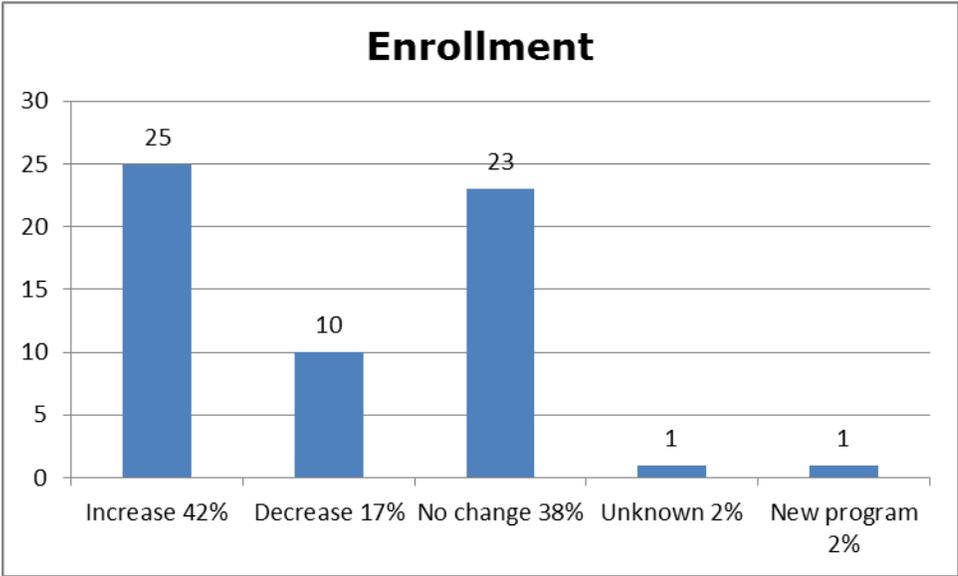


Questions #6 and 7 elicited information about the levels of German offered. The majority offer 3 levels or more, 34 (57%). Two levels and less are offered by 26 (43%). Additional conversation and/or composition classes are offered by 4 (7%) out of the 60 respondents.

The number of sections in each level decreases in the higher levels. Level 1 offers a total of 15 sections; Level 2 a total of 10 sections; Level 3 and Level 4 each offer a total of 6 sections.



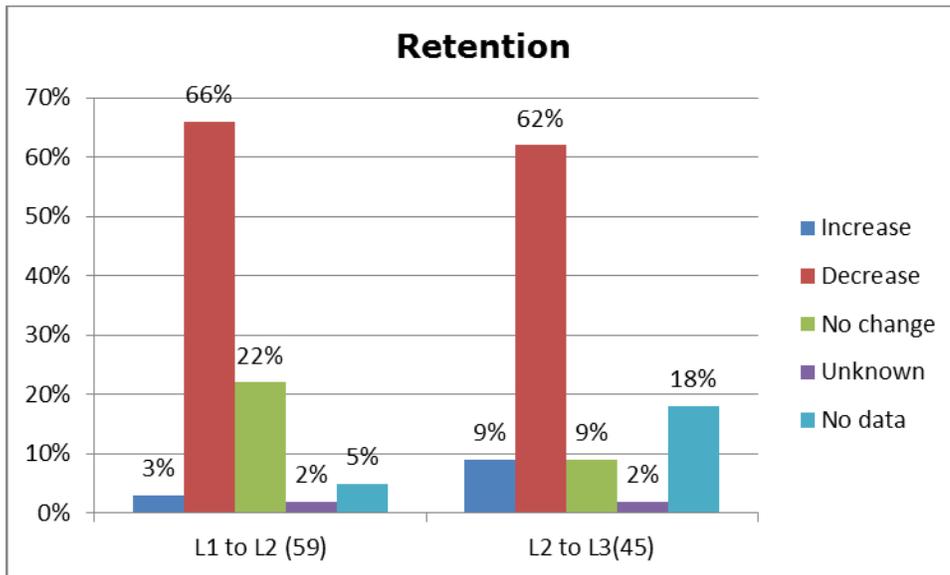
Question #8 inquired about enrollment variation in the last five years. Forty-two% (25 out of 60) reported increased enrollment and 17% (10 out of 60) reported decreased enrollment. No significant change in the enrollment was reported by 23 out of 60 (38%). One program was newly established and 1 respondent (2%) did not know the answer.



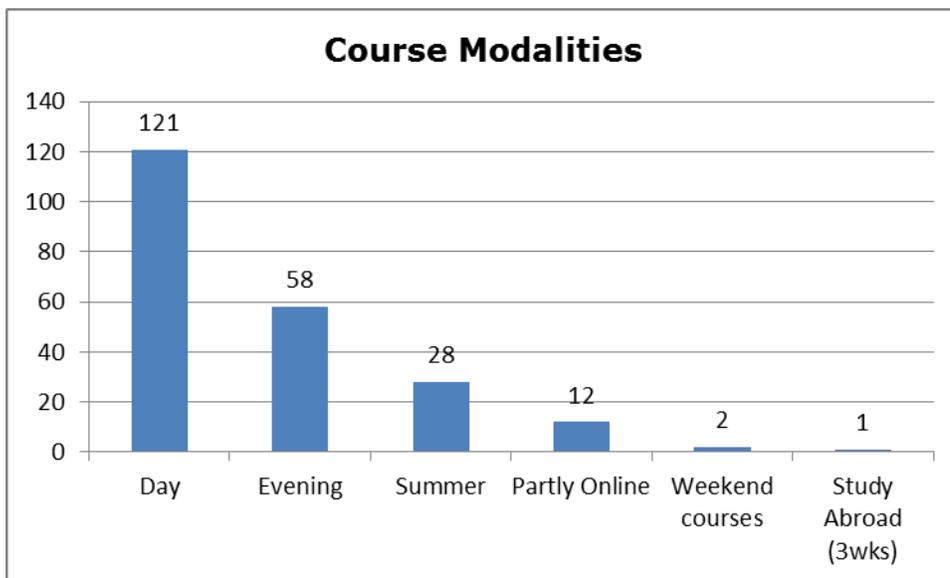
Questions #9 and 10 focus on retention from Level 1 to Level 2 and from Level 2 to Level 3.

Retention from Level one to Level 2 had 59 respondents. Two (3%) reported an increase; 39 (66%) reported a decrease. No significant change was reports by 13 respondents (22%). 5% reported an increase, and 66% a decrease. 3 (5%) cited "Not available" and one (2%) respondent said "unknown."

Retention from Level 2 to Level 3 had 45 respondents of which 4 (9%) reported that retention had increased; 28 (62%) reported a decrease; 4 (9%) saw no significant change. One (2%) did not know and 8 answered that the data was not available.



Questions #11 and 12 deal with modalities of courses offered. The answers of 51 respondents to Q#11 inform us that there are 121 courses offered during the day and that 58 are offered in the evening. The answers of the 45 respondents to Q#12 inform us that 28 summer course are offered, 12 partly online courses, and 2 weekend courses. One program also offers a 3-week study abroad program.

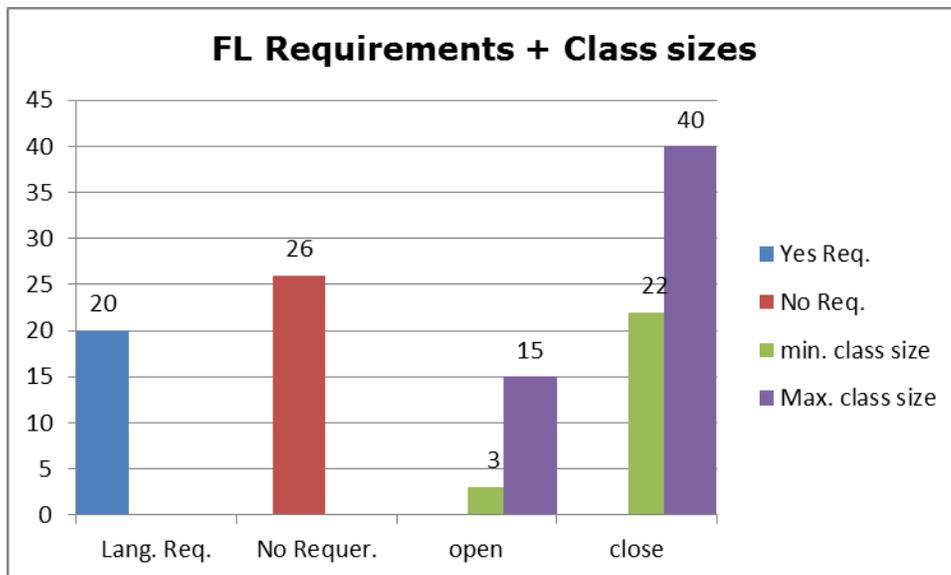


Questions #13, 14, and 15 raise the issue of foreign language requirements and asked about class sizes, i.e. maximum and minimum enrollments in each class.

From 50 respondents to Q#13 we learn that 26 (52%) of colleges do not have a foreign language requirement. Twenty(40%) do have a foreign language requirement, but the answers varied and did not include details as to the number of credits required. Q#13 should have asked about the number of required credits to elicit more precise answers. There were 17 "yes" answers, but no details on how many credits. One respondent said "yes 1 semester." Another answered 2 courses, without mentioning the number of credits required. Another wrote 2 semesters, without further details. One respondent even wrote "2 years if no HS." Again it was not clear how many credits. Others responded that it was part of the humanities elective (1) or for the AA degree one responded stated that students needed to take 6 credits in foreign languages. One respondent stated that for a Liberal Arts degree 4 semesters are required.

Again in the class size question, there were varied results. The minimum enrollment per class as requested by Q#14, started with 3-4 students in one course; it increased to 5-10; then from 8-10; then from 10-12, then from 12-15, then from 15-20 and finally 22 and up. The maximum enrollment as requested in Q#15 started with 2 classes in which 15 was the maximum amount of students in the class; one class had 18; 4 classes had 20 students; 3 classes had 22; 1 class had 24 students; 17 courses had 25 students, 31 courses had 26 students; 3 courses had 27

students; 2 classes had 28 students; 9 classes had 30 students; 5 classes had 35 students; 1 class had 40 students and one stated "room capacity", which is not specific in terms of the number of students.



Questions #16 and 17 inquired about the books used in Levels 1, 2, 3, and 4.

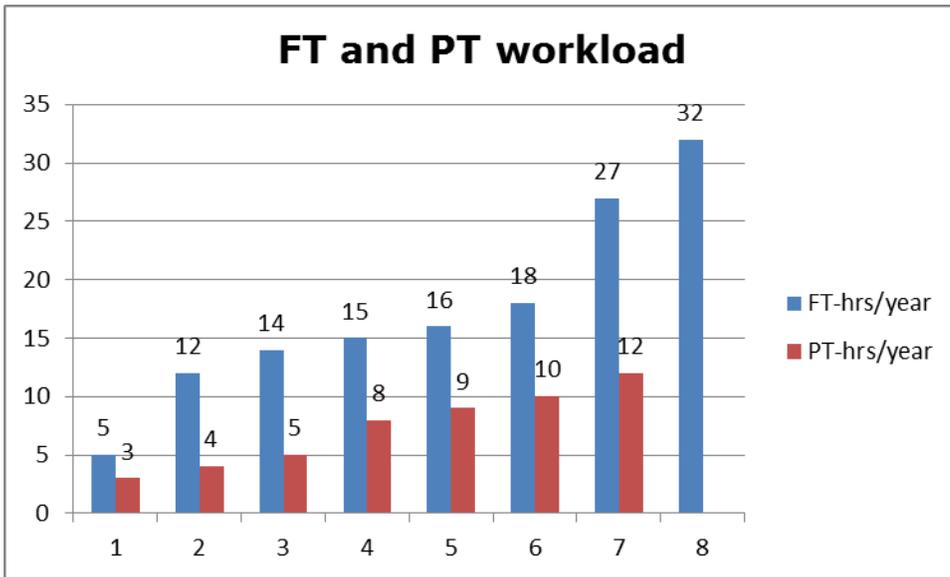
In Level 1 and Level 2, instructors used 14 different books. From the 60 respondents 15 (25%) used **Kontakte**. The second most popular book was **Treffpunkt Deutsch** with 12 (20%) users; the third ranked book was **Deutsch Na Klar** with 8 users (13%); the fourth ranked book was **Deutsch Heute** with 7 users (12%); the fifth ranked book was **Wie geht's** (10%) users; the sixth ranked books were **Neue Horizonte** and **Vorsprung** with 3 users (5%) each. Books such as **Auf Geht's**, **Jägerbuch**, **Stationen**, **Kaleidoscope**, **Deutsch Zusammen**, and **Auralog Program** have only one user each.

**Books at elementary levels 1&2 (Q#16) and books at the intermediate levels 3&4 (Q#17)**

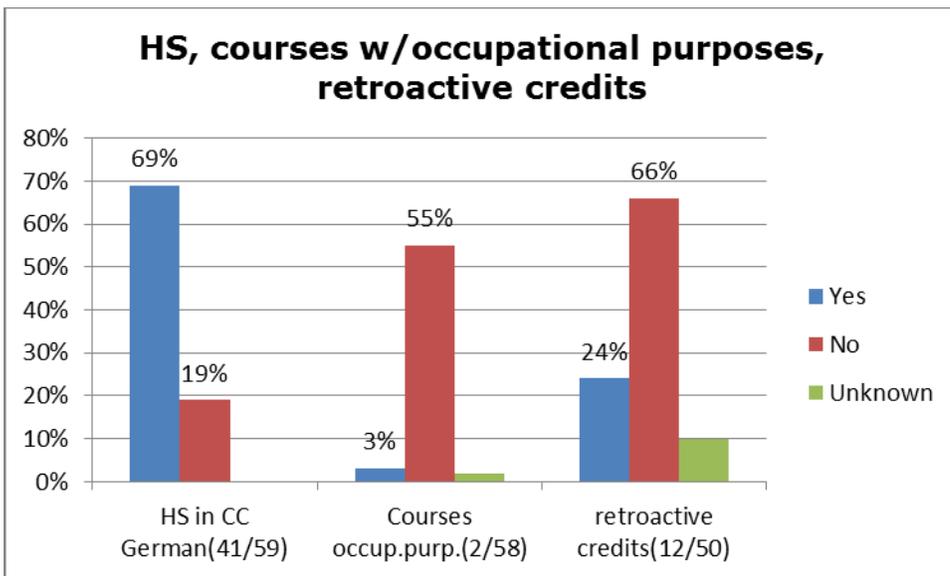
Books	Quantity(L1&2)	Quantity (L3&4)
Kontakte	15=25%	0
Treffpunkt Deutsch	12=20%	7=11%
Deutsch, Na Klar	8=13%	6=10%
Deutsch Heute	7=12%	1
Wie Geht's	6=10%	2+reads.
Neue Horizonte	3=5%	3=5%
Vorsprung	3=5%	3=5%
Auralog Programm	1	1
Auf Geht's	1	0
Deutsch Zusammen	1	0
Jägerbuch	1	2
Kaleidoscope	1	4
Stationen	1	1
Anders Gedacht		1
Allerlei zum Lesen		1
German in Review		5
Machen Wir Weiter		1
Mitlesen-Mitteilen		1
Mitreden-Mitdenken		1
Weiter Geht's		
Other n/a	1	8
Readers	0	2

Questions #18 deals with teaching load for full-timers and part-timers. This issue also shows great variance in the hours per year. Full-time hours seem to range from 5 to 32 hours per year. A more realistic figure is 12 to 32 hours per year. The majority, 15 out of 52 respondents stated 15 as their yearly workload. They were followed by 4 faculty members who stated 12 hours and another 4 who stated 16 as their workload. Three stated 5 hours as their workload (sic!) and two stated 12 to 15 hours. The rest of the full-time faculty members stated 14, 18, 27 and 32 as their individual workload.

The workload of the part-time faculty ranged from 3 hours to 12 hours. The majority, 11 out of 52 respondents, stated that they work 9 to 10 hours a year; 6 work 12 hours a year; 5 work 5 to 8 hours a year; 4 work 4 hours a year; 3 work 3 hours and another 3 work 8 to 12 hours. The rest, 2 faculty members, work 5 hours and 8 hours a year.



Questions #19, 20, and 21 inquired about various aspects, but since they are all divided into yes/no options, they can be represented together. Q#19 deals with HS students enrolled in community colleges; Q#20 inquired about courses for occupational purposes, such as Business German; and finally Q#21 elicits information about retroactive credits.



### **Conclusion and Recommendations**

The survey includes some valuable information. However, some of the questions were not sufficiently detailed to create a true picture of the current state of German programs at community colleges.

In particular, it is difficult to understand the workload issue as some faculty members may have responded incorrectly or measured their workloads in ways not foreseen by the survey.

The degree requirement for faculty will require additional follow up. In addition there is a need to determine the language requirements for students, retention of students, and course modalities.

It is suggested that an additional survey be undertaken to investigate these issues.