

College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
- Reports, including Curriculum Map(s) should be submitted to the Program Assistant; he/she will upload documents to Gnosis.
 - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
 - Graduate programs must include one curricular map showing how courses map onto PLOs.
 - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.
- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.
- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Name of Program *

German Studies

Type of Program *

Minor

College of Arts and Sciences Division *

Humanities

Name/Title/E-mail Address of Submitter *

Susanne Hoelscher, PhD, Adjunct Professor, shhoelscher@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

Anne Mairesse, PhD, Professor, mairesse@usfca.edu

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

Yes

No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

Please upload your program's curriculum maps here (all file types allowed) *

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Mission Statement

Please type and/or copy-and-paste directly into the space below:

*

The Mission of the Minor in German Studies is to educate students in the German language and German speaking cultures in preparation for their future studies and professional careers and to broaden their intercultural competence in an increasingly globalized world.

Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

*

1. Communicate in German at the novice-high to intermediate-low level based on the ACTFL Proficiency Guidelines 2012, or at the A.2 to B.1 level of the Common European Framework of Reference for Languages.
 2. Comprehend day-to-day oral discourse produced by native speakers of German.
 3. Explain major historical, intellectual, and artistic movements which have influenced German-speaking cultures in the 20th and 21st centuries.
 4. Analyze the main ideas of various cultural phenomena in German speaking countries, such as literature, art, music, film and popular media.
 5. Appreciate the linguistic, ethnic, racial, religious, cultural and social diversity within German countries and communities.
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Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

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GMST Curricular M...

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Which of your Program Learning Outcomes did you assess during 2016-2017? *

1. Communicate in German at the novice-high to intermediate-low level based on the ACTFL Proficiency Guidelines 2012, or at the A.2 to B.1 level of the Common European Framework of Reference for Languages.

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- Published (Standardized) Test (e.g., Major Field Test)
- Class Tests & Quizzes with Embedded Questions
- Class Presentations
- Off-Campus Presentations (NGOs, clients, agencies, etc.)
- Research Projects Reports
- Case Studies
- Term Papers
- Portfolio
- Artistic Performances, Recitals & Products
- Capstone Projects
- Poster Presentations
- Comprehensive Exams

- Thesis, Dissertation
- Pass Rates on Certification or Licensure Exams
- Group Projects
- In-/Out-of Class Presentations
- Competency Interviews (e.g., oral exams)
- Simulations
- Juried Presentations
- Other:

Brief description of student work products used to assess PLOs: *

Oral and written exams, individual and group presentations in class or online, development and recording of audio files and videos, online blogs, term papers

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

Points for chapter tests in language courses, rubrics for all other assignments

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

GMST Assessment...

Who evaluated the student work product? Check all that apply. *

FT faculty members who were not instructor(s) of the course(s)

FT faculty members who were instructor(s) of the course(s)

PT faculty members who were not instructor(s) of the course(s)

PT faculty members who were instructor(s) of the course(s)

Other:

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

Comparing student work and evaluation by different instructors.
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What indirect methods did you employ, if any?

- Student Survey
- Student Interview
- Focus Groups
- Reflection Sessions
- Reflection Essays
- Faculty Survey
- Exit (end of program) Survey
- Exit (end of program) Interview
- Alumni Survey
- Employer Survey
- Diaries or Journals
- Data from Institutional Surveys
- Curriculum/Syllabus Analysis
- Other:

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

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Results

What were the direct data results? *

In AY 2016-17, nine students graduated with a German Minor. For the assessment of this year's chosen PLO (#1) it is pertinent to note that seven students successfully completed one or more language courses beyond the fourth semester (GERM 202), and therefore exceeded the minimum requirement. The two students who completed GERM 202 as highest level language course both did so with an A- and also reached the PLO.

What were the indirect data results? (If applicable)

How do you interpret these results? What do they mean? *

Close collaboration between the two German instructors and between instructors and students ensures effective monitoring of students' progress. It has been particularly beneficial to offer small group directed studies (GERM 398) to those students who aim to reach a higher level of German language proficiency than the required minimum. Furthermore, a very effective, much liked, and highly regarded study abroad program in Berlin (FU-BEST) has significantly contributed to our students' language learning.

Closing the Loop



Which of the following actions did you take as a result of the assessment results? Pick one or more and briefly describe below. *

- Revision of PLOs
- Changes in pedagogical practices
- Revision of program course sequence
- Revision of course(s) content
- Curriculum Changes (e.g. addition and/or deletion of courses)
- Modified program policies or procedures
- Designed measurement tools more aptly suited for the task
- Improved within and across school/college collaboration
- Improved within and across school/college communication
- Revised student learning outcomes in one or more courses
- Modified rubric
- Developed new rubric
- Developed more stringent measures (key assessments)
- Modified course offering schedules
- Changes to faculty and/or staff
- Changes in program modality of delivery
- Other:

Please elaborate on your potential course(s) of action, related to any/all items you checked above. *

PLOs were revised based on recommendations by the Faculty Director of Curriculum Development in the Humanities. A new German language program was developed and implemented two years ago by the German faculty in collaboration. Teaching methods, course contents, and assessment methods (e.g. rubrics) are constantly evaluated and revised when necessary to improve learning outcomes, based on test results and other indicators of students' performance (e.g. classroom participation, homework, projects).

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