

## ASSESSMENT REPORT REMOTE/DISTANCE LEARNING ACADEMIC YEAR 2019 - 2020

**REPORT DUE DATE: December 4, 2020**

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This is an alternative template.

Given the unusual circumstances of the 2019-2020 academic year, each program/department/major/minor/certificate has two options of assessment:

- (a) Usual assessment report based on attached template OR
- (b) Alternative assessment reflections on distance learning pivot based on this template

Every program/department/major/minor/certificate can choose ONE of the two report formats to submit

Please make sure to fill out Page 1 – Questions 1 and 2

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- Who should submit the report? – All majors, minors (including interdisciplinary minors), graduate and non-degree granting certificate programs of the College of Arts and Sciences.
  - Programs can combine assessment reports for a major and a minor program into one aggregate report as long as the mission statements, program learning outcome(s) evaluated, methodology applied to each, and the results are clearly delineated in separate sections. If you choose to submit a remote learning reflections document, it should also have separate segments for major and minor
  - Undergraduate, Graduate and Certificate Programs must submit separate reports. An aggregate report is allowed only for major and minor of the same program
  - It is recommended that assessment report not exceed 10 pages. Additional materials (optional) can be added as appendices
  - Curriculum Map should be submitted along with Assessment Report

Some useful contacts:

1. Prof. Alexandra Amati, FDCD, Arts – [adamati@usfca.edu](mailto:adamati@usfca.edu)
2. Prof. John Lendvay, FDCD, Sciences – [lendvay@usfca.edu](mailto:lendvay@usfca.edu)
3. Prof. Mark Meritt, FDCD, Humanities – [meritt@usfca.edu](mailto:meritt@usfca.edu)
4. Prof. Michael Jonas, FDCD, Social Sciences – [mrjonas@usfca.edu](mailto:mrjonas@usfca.edu)
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – [schakraborty2@usfca.edu](mailto:schakraborty2@usfca.edu)

Academic Effectiveness Annual Assessment Resource Page:

<https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment>

Email to submit the report: [assessment\\_cas@usfca.edu](mailto:assessment_cas@usfca.edu)

**Important: Please write the name of your program or department in the subject line.**

**For example: FineArts\_Major (if you decide to submit a separate report for major and minor);  
FineArts\_Aggregate (when submitting an aggregate report)**

## I. LOGISTICS

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1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Susanne Hoelscher, [shhoelscher@usfca.edu](mailto:shhoelscher@usfca.edu)

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major and Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program.

Please also indicate which report format are you submitting –Standard Report or Reflections Document

German Studies Minor – Assessment Reflections

3. Have there been any revisions to the Curricular Map in 2019-2020 academic year? If there has been a change, please submit the new/revised Curricular Map document.

No changes were made.

## II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program

**Mission Statement (Minor):**

(No changes)

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.

3. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2019? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, [gamson@usfca.edu](mailto:gamson@usfca.edu)). Minor editorial changes are not required to go through the College Curriculum Committee.

**PLOs (Minor):**

(No changes)

1. Students can 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* (see Appendix).
2. Students can demonstrate a critical understanding of major historical, intellectual, and artistic movements which have influenced German-speaking cultures in the 20<sup>th</sup> and 21<sup>st</sup> centuries.
3. Students articulate respect for difference and diversity, both in the context of their own culture and globally.
4. Students can apply the skills and strategies they have acquired to the learning of other new languages and their personal and professional development.
5. Students can engage intellectually with introspection and reflective sensibility in life-long learning.

### III. REMOTE/DISTANCE LEARNING

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1. What elements of the program were adaptable to a remote/distance learning environment?

- All in-person sessions were replaced with synchronous Zoom sessions.
  - Assignments, tests, and almost all materials (except for books) were made available in online platforms, either in Canvas, or those provided by the publishers of German language programs (iLrn and Vista Higher Learning).
  - In order to better facilitate remote language learning for beginners, a new language program for GERM 101 was adopted and implemented during the summer (“Sag Mal”, published by Vista Higher Learning).
  - Advising, language proficiency evaluations, placement assessments, and meetings among faculty were conducted in Zoom.
2. **What elements of the program were not adaptable to a remote/distance learning environment?**
- All elements were adaptable, even though some elements of in-class instruction cannot be fully replicated in Zoom; breakout rooms proved to be most effective for engaging students, but they don’t allow as much supervision of and immediate feedback to the whole class, or spontaneity in instruction.
3. **What was the average proportion of synchronous versus asynchronous learning for your program or parts thereof? A rough estimate would suffice.**
- Our classes were designed on the principles of “flipped classrooms” before Covid, so materials for independent studying and preparing for in-class activities had already been and were continued to be available asynchronously.
  - All previous in-person instruction was changed to synchronous instruction in Zoom.
  - The ratio between synchronous and asynchronous instruction was therefore the same as between in-person and at-home work before Covid, i.e., about 1:2, based on university’s guidelines.
  - Since observation of students’ performance in Zoom is more difficult than in person, more assignments were submitted and corrected online.
4. **For what aspects of learning is synchronous instruction effective and for which ones is asynchronous instruction more effective?**

- Synchronous instruction is effective and essential for replacing in-person sessions; asynchronous instruction is effective for independent studies in preparation of in-class/synchronous activities, as well as special assignments and individual studies.
  - In German language courses, asynchronous instruction serves to introduce new vocabulary and grammatical structures and provide individual practice, while synchronous instruction allows students to engage in communicative exercises and practice learned concepts with peers, mostly in breakout rooms.
  - In literature and culture courses, asynchronous instruction allows students to read texts, watch films, and study literary concepts independently, while synchronous instruction allows for whole class and small group discussions of materials and topics.
5. **As remote/distance learning continues in the current environment, what changes has the program instituted based on experiences with remote instruction?**
- For GERM 101, a new program with more features for independent studies and practice (videos, audio-files, self-recordings etc.) was adopted and implemented during the summer for the fall course and will be continued for GERM 102 this spring.
  - Canvas sites for all courses were updated and improved based on ETS workshops and guidelines.
  - Almost all materials, including films, PowerPoints, videos, audio files, were made available online.
  - All assignments were submitted and corrected online, including special presentations and projects.
  - Written quizzes and tests were given online; oral exams were done in Zoom.
  - All office hours and consultations, as well as meetings with other faculty members were conducted in Zoom.

## **OPTIONAL ADDITIONAL MATERIALS**

**(Any relevant tables, charts and figures, if the program so chooses, could be included here)**

While there are no specific charts or figures that reflect how changes to remote instruction impacted our program, I would like to add some general observations:

First of all, I have been impressed with our instructors' willingness and ability to not only make the very quick transition to teaching remotely in the spring, but also to transform their courses fully to an online format for the fall and providing students with engaging, enriching, and effective courses. As most of us agree, teaching successfully online requires substantially more work and time in preparing courses and lessons, as well as following-up on assignments, and giving feedback to students.

Equally, I would like to commend our students on their willingness to continue their education with dedication and effort under the challenging circumstances of the last 9 months. To give a personal example, attendance and participation in my GERM 101 course was very high during our synchronous sessions, and assignments were completed conscientiously. Students were also willing to work out technical challenges on their end, as well as help me figure out those that occurred on my side. Even before the written finals, I am confident that all students will pass the course, and almost all of them will receive a well-earned A or B; I am especially pleased to see that 90% of the class has signed up to continue their German studies in second semester.

Finally, I would like to give special credit to everyone working at ETS. The workshops that were conducted in Zoom during the summer, as well as the wealth of materials made available online, and particularly the individual support that is given by staff members (John, Ken, Greg...) has been invaluable in making successful remote instruction possible. Thank you.