

## 2015-2016 Assessment Annual Report

Public for this Department and lower

**Title:** 2015-2016 Assessment Annual Report

**Start:** 7/1/2016

**End:** 6/30/2017

**Progress:** Completed

**Providing** BA

**Department:**

**1. What are your current degree-level learning outcomes?**

**Have the learning outcomes been modified over the last year? :**

**Outcome 1:** Demonstrate multiple literacies: understand and produce appropriate written, spoken, and multimedia texts in a range of intellectual and professional contexts on a variety of formal and informal topics.

**Outcome 2:** Demonstrate increased awareness of, engagement with, analysis of, and ability to negotiate non-US cultures, particularly in relation to their own value assumptions.

**Outcome 3:** Demonstrate ability to synthesize knowledge and understanding of the history, culture, and politics of contemporary German-speaking Europe.

We did not modify our three degree-level learning outcomes in the last year.

**2. What evidence of student learning was collected in the past year? Which learning outcomes does the evidence address? :**

In Academic Year 2015-16 we assessed one learning outcome each for GERM 301: High Intermediate German I, GERM 302: High Intermediate German II, and GERM 580: Senior Capstone Course: German-Speaking Europe Today.

We used an Outcome-specific rubric for one assignment to collect evidence of student learning for each of the courses in our degree-level assessment plan. We used the Rubric Evaluation Report in Blackboard to collect our evidence for each course; we had been using the Blackboard Outcomes Assessment module but found that it was too time-intensive for the three people in the department conducting assessment. The rubrics and reports for each Outcome we assessed are attached.

**For Outcome 1, we assessed GERM 302 (spring 2016):**

In GERM 302 we evaluated an in-class essay exam (the first of three in-class essays) using a rubric modeled after one used for the Goethe Institute certificate exams; the rubric is accepted worldwide and corresponds to the B1 (intermediate) proficiency level set by the Common European Framework of Reference for Languages. For the essay, students reproduced an episode of their life based on their engagement with a literary text that addressed racial assumptions in post-war Austria; the essay encouraged students to demonstrate their ability to comprehend a written text created by a non-US culture and to produce their own text in the German language.

**For Outcome 2, we assessed GERM 301 (fall 2015):**

In GERM 301 we used an essay students wrote for their final exam. Students were asked to respond to a literary text they had read in class and to address how the text informed their own cultural self-awareness.

**For Outcome 3, we assessed GERM 580 (spring 2016):**

Students completed a semester-long research project on a contemporary issue in one or more countries in German-speaking Europe. Students were encouraged to develop an interdisciplinary project that drew on coursework they had completed in other subjects. In spring 2016 we assessed the 20-minute presentation (including PowerPoint) that each student gave to the class and also the 10-minute discussion each student led.



**3. What have you learned from the evidence you collected? :**

GERM 301 (Outcome 2) and GERM 302 (Outcome 1): The assessment data indicates that most improvement is needed in the two categories pertaining to stylistics and mechanics of writing: range of vocabulary and grammatical accuracy.

GERM 580, Outcome 3: The students exceeded expectations in formulating questions for class discussion and for participating actively in discussions led by their classmates. They also exceeded expectations in presenting a thesis and providing supporting evidence in an effective and well-organized manner. They need to improve their communication skills, both written and oral (grammar, style, vocabulary).

**4. What recommendations have been generated from discussions of assessment results among the faculty? :**

Intended changes in GERM 301 and GERM 302 include: providing more explicit classroom focus on writing and stylistics (including vocabulary-building exercises); requiring students to submit revisions of their in-class essays; and building time into the syllabus for both pre-writing activities (preparation for writing on the specific topic) and post-writing discussion of common errors and techniques for varying sentence structure.

For GERM 580, the Undergraduate Studies Committee will continue to discuss ways of improving articulation between GERM 301/302 and GERM 580, our senior capstone course, with the goal of ensuring that our students come to the capstone course with the expected level of linguistic and cultural proficiency. This will require articulating, to the degree possible, other 300- and 400-level courses that students take both on campus and while studying abroad.

**5. What changes did**

This past year we implemented changes recommended in our last round of degree-level assessment:

**you make as a result of these assessments in the past year? :**

In GERM 301, Outcome 2: Devote more class time to discussing how students can relate a selected text, topic, or film to their own cultural experience and biases.

In GERM 302, Outcome 1: Provide more explicit in-class instruction on writing and stylistics and require students to revise their in-class essays.

GERM 580, Outcome 3: Provide more structured instruction and spend more time analyzing information within different areas of German Studies or across disciplines.

**a. Please provide your candid feedback on the degree-level assessment process for the Provost's Office and The University Assessment Committee to help make the process more efficient and useful for academic units. (Optional):**

The assessment process continues to help us improve our courses. The necessity of submitting assessment data prompts faculty to reflect on course structures and discuss whether outcomes are being met, and if not, what changes should be made to meet them. This process helps faculty improve how we present information to our students and how we structure assignments and activities.

**b. Would you like to receive peer feedback on your report? (Optional):**  
**c. Reviewers' feedback on the report upon request (available for units to view in the following spring semester):**

Feedback from the Assessment Specialist

# Rubric Statistics Report

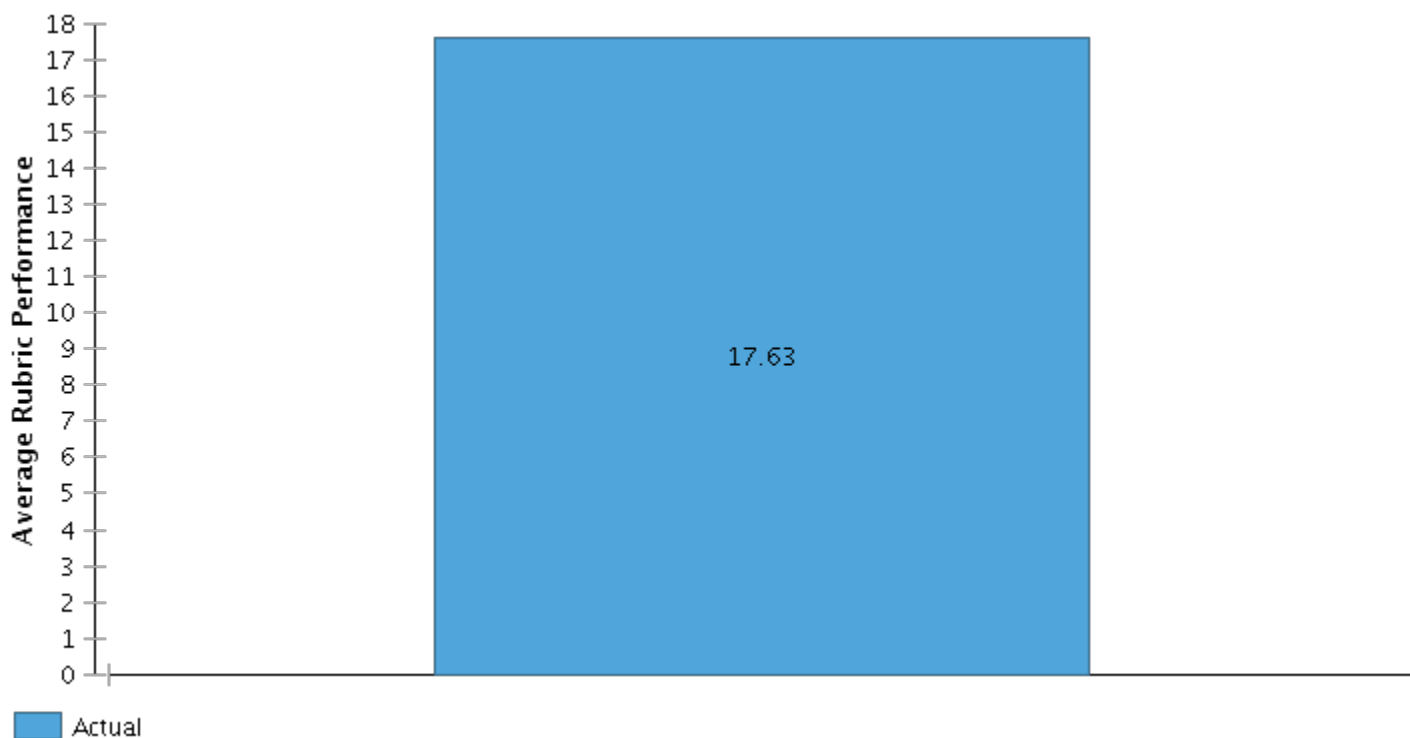
Report Sections Overview  
Rubric Overall Performance  
Rubric Analysis  
Frequency Distribution

## Overview

Current Instrument Name Final Essay  
Rubric Name Copy of GERM 301 In-Class Essay Rubric(1)  
Rubric Description  
Total Evaluations 15  
Begin Date Jan 1, 2001  
End Date Jan 1, 2020

## Rubric Overall Performance

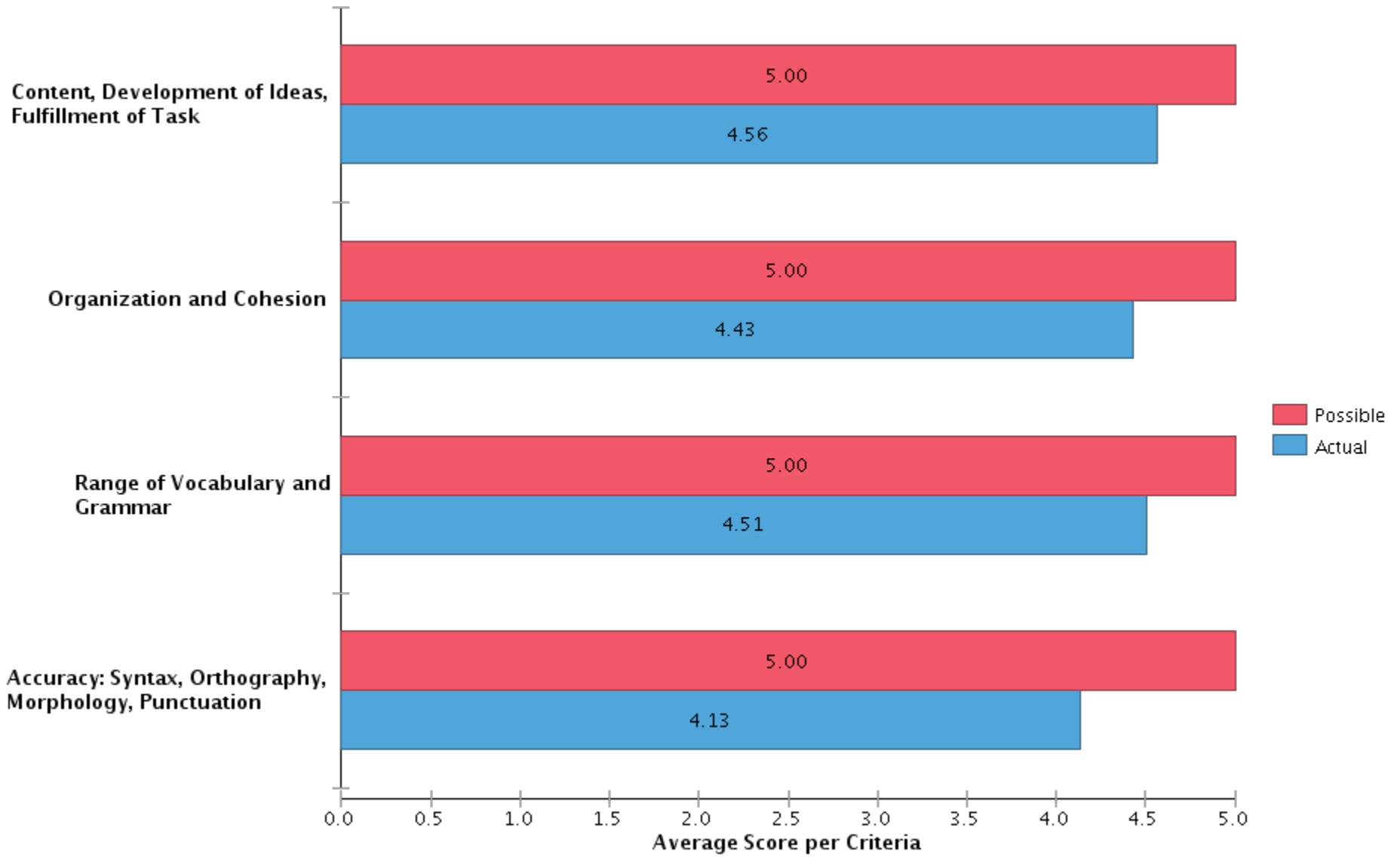
Points Possible: 20.00



# Rubric Statistics Report

## Rubric Analysis

Copy of GERM 301 In-Class Essay Rubric(1)



## Frequency Distribution

# Rubric Statistics Report

Copy of GERM 301 In-Class Essay Rubric(1)

Criteria						Number Evaluation	Average	Median	Mode	Std. Deviation	
	Exemplary	Proficient	Developing	Needs Improvement	Unacceptable						
Content, Development of Ideas, Fulfillment of Task	Points	4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00					
		80%	13%	7%	0%	0%	15	4.56	4.80	5.00	0.60
		4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00					
Organization and Cohesion	Points	4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00					
		87%	13%	0%	0%	0%	15	4.43	4.50	4.50	0.31
		4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00					
Range of Vocabulary and Grammar	Points	4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00					
		87%	13%	0%	0%	0%	15	4.51	4.70	4.80	0.35
		4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00					
Accuracy: Syntax, Orthography, Morphology, Punctuation	Points	4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00					
		60%	40%	0%	0%	0%	15	4.13	4.00	3.50	0.58
		4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00					

# Rubric Statistics Report

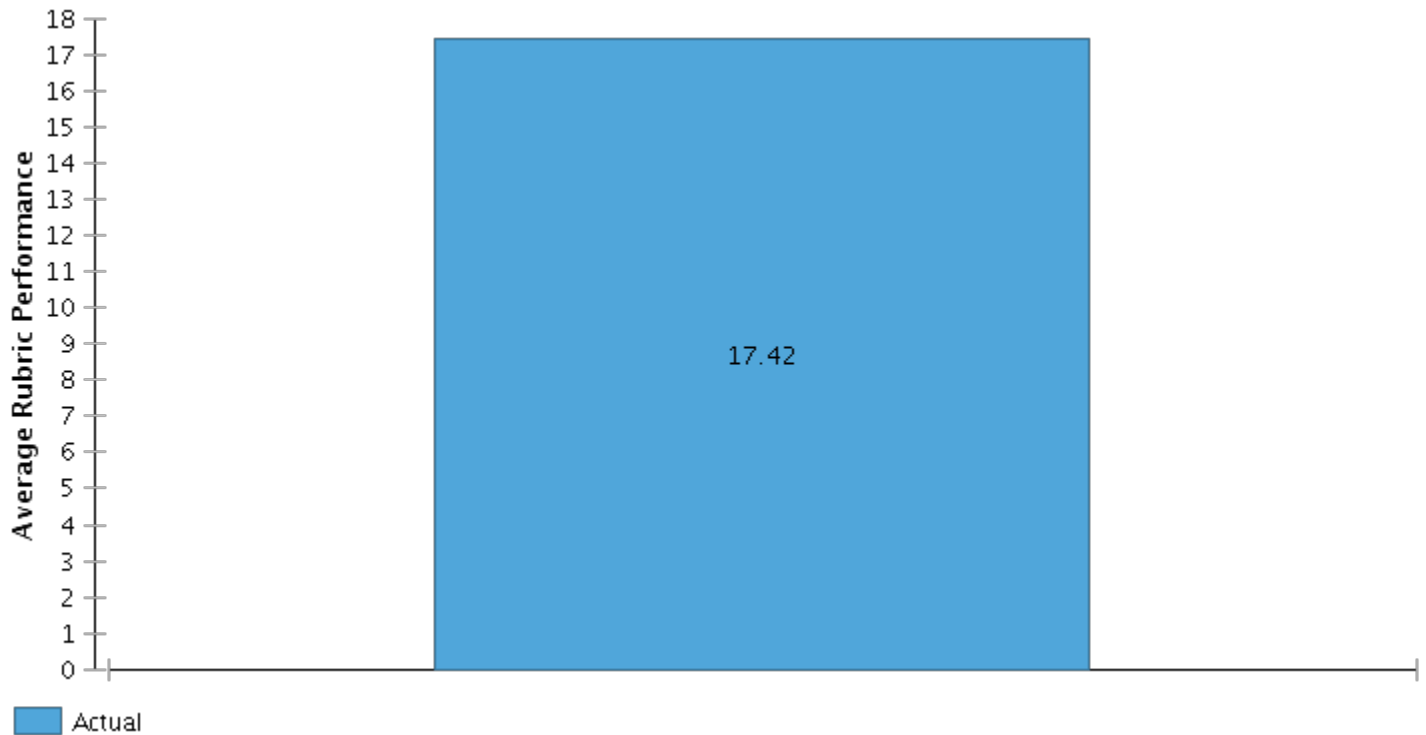
Report Sections Overview  
Rubric Overall Performance  
Rubric Analysis  
Frequency Distribution

## Overview

Current Instrument Name FINAL ESSAY  
Rubric Name Copy of GERM 301 Final Exam Essay Rubric  
Rubric Description  
Total Evaluations 14  
Begin Date Jan 1, 2001  
End Date Jan 1, 2020

## Rubric Overall Performance

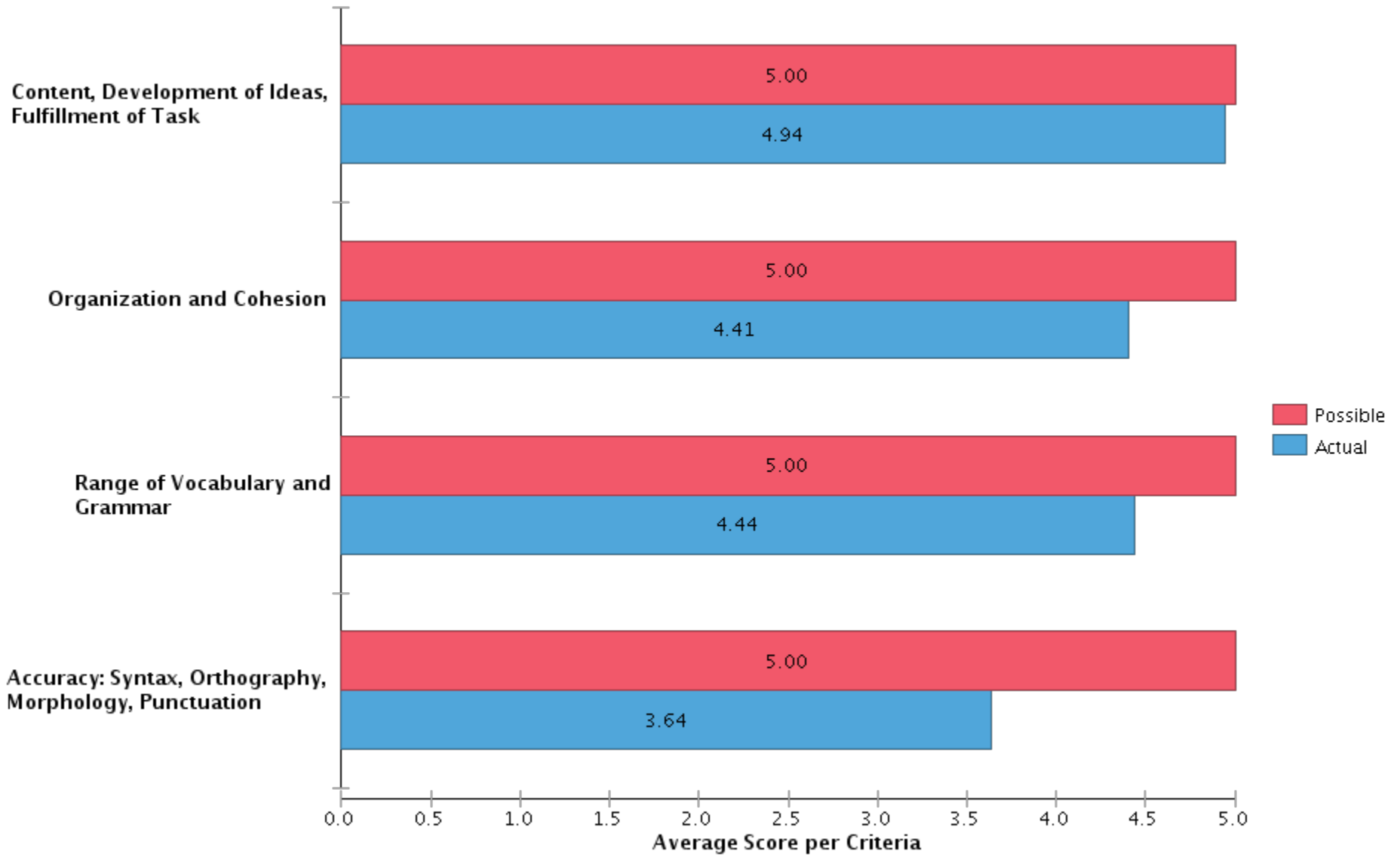
Points Possible: 20.00



# Rubric Statistics Report

## Rubric Analysis

Copy of GERM 301 Final Exam Essay Rubric



## Frequency Distribution

# Rubric Statistics Report

Copy of GERM 301 Final Exam Essay Rubric

Criteria						Number Evaluation	Average	Median	Mode	Std. Deviation
Exemplary	Proficient	Developing	Needs Improvement	Unacceptable	Points					
4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00	Content, Development of Ideas, Fulfillment of Task					
100%	0%	0%	0%	0%		14	4.94	5.00	5.00	0.15
4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00	Organization and Cohesion					
86%	14%	0%	0%	0%		14	4.41	4.50	4.50	0.36
4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00	Range of Vocabulary and Grammar					
79%	21%	0%	0%	0%		14	4.44	4.50	4.50	0.34
4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00	Accuracy: Syntax, Orthography, Morphology, Punctuation					
57%	29%	14%	0%	0%		14	3.64	4.00	3.30	0.81



# Rubric Statistics Report

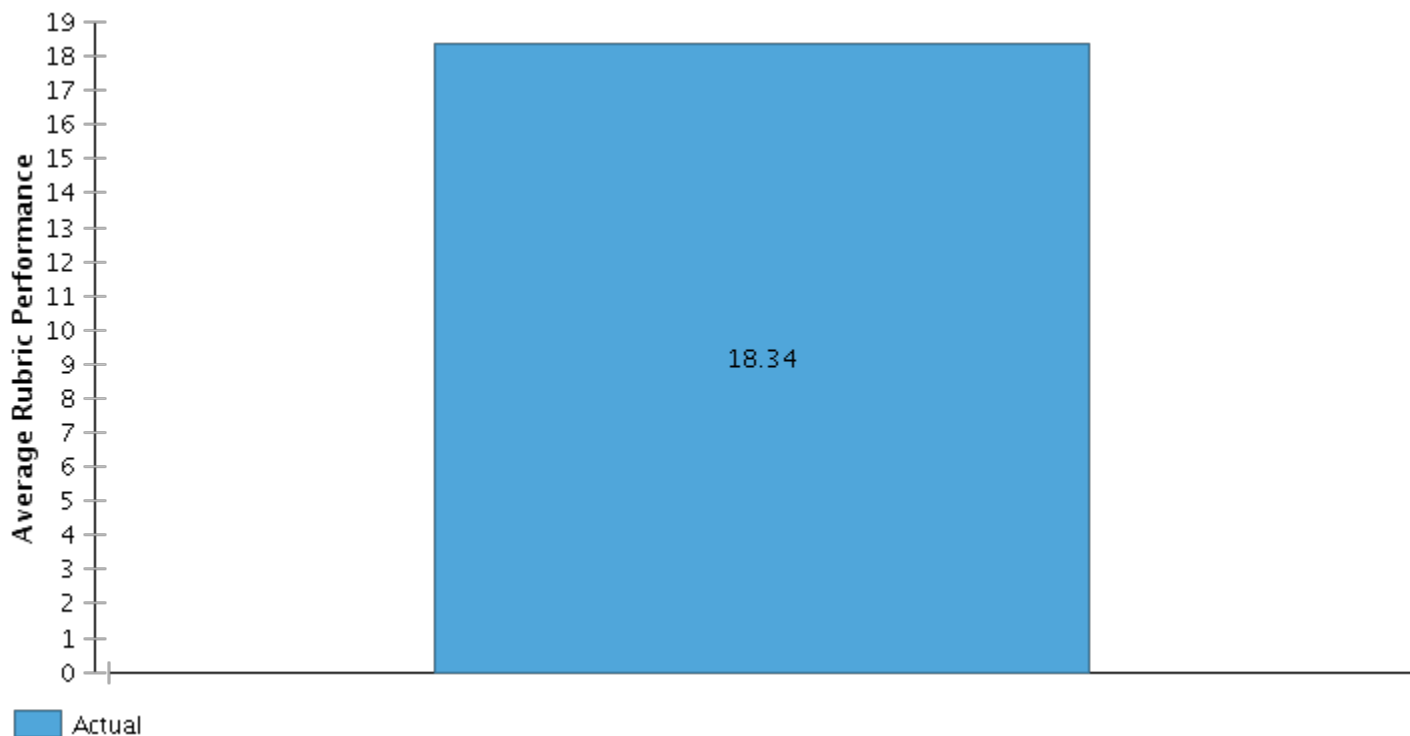
Report Sections Overview  
Rubric Overall Performance  
Rubric Analysis  
Frequency Distribution

## Overview

Current Instrument Name GERM 302 Final Exam Sp 2016  
Rubric Name Copy of GERM 302 Essay Rubric(1)  
Rubric Description  
Total Evaluations 15  
Begin Date Jan 1, 2001  
End Date Jan 1, 2020

## Rubric Overall Performance

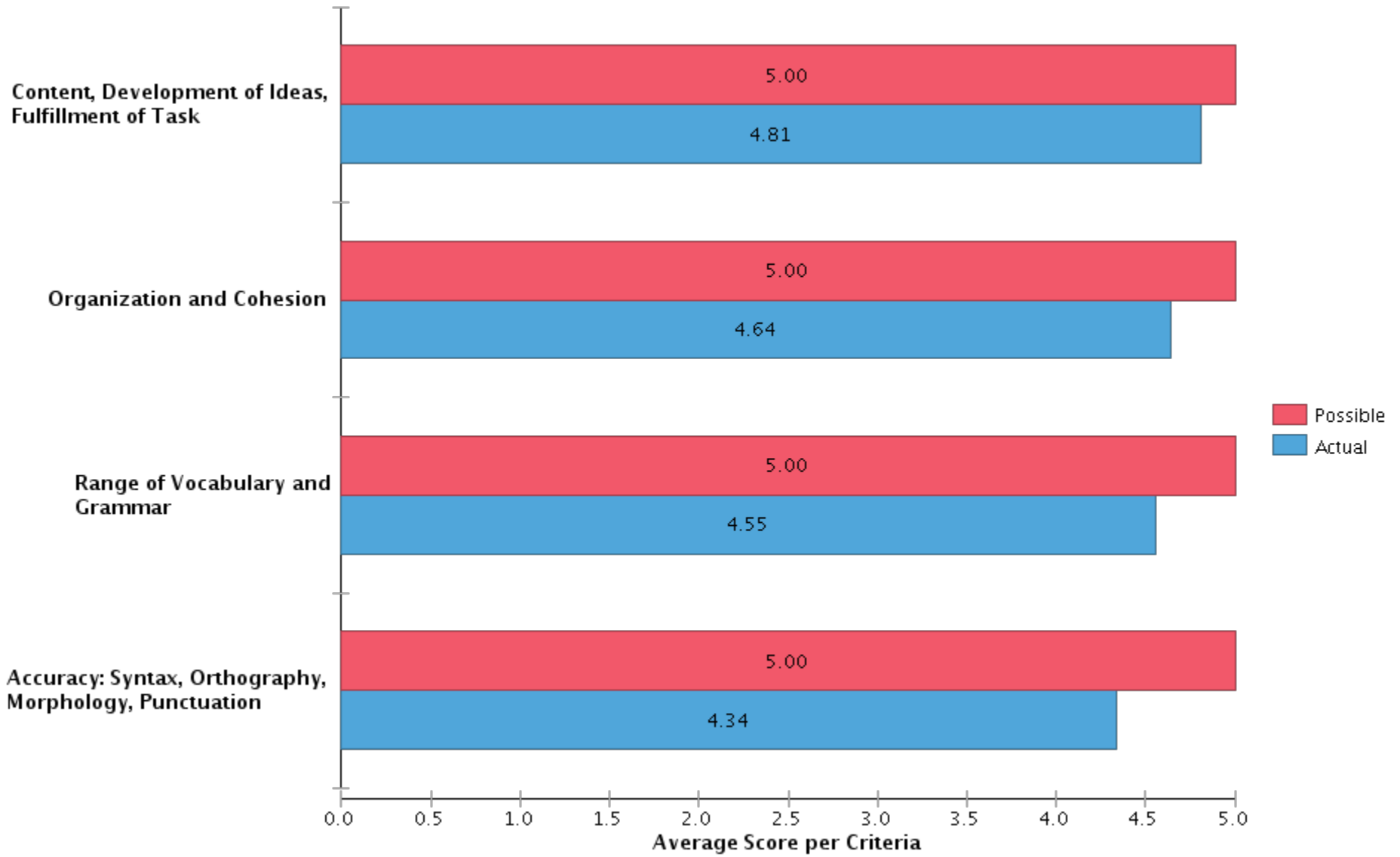
Points Possible: 20.00



# Rubric Statistics Report

## Rubric Analysis

Copy of GERM 302 Essay Rubric(1)



## Frequency Distribution

# Rubric Statistics Report

Copy of GERM 302 Essay Rubric(1)

Criteria						Number Evaluation	Average	Median	Mode	Std. Deviation
Exemplary	Proficient	Developing	Needs Improvement	Unacceptable	Points					
4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00	Content, Development of Ideas, Fulfillment of Task	15	4.81	4.90	5.00	0.33
93%	7%	0%	0%	0%	Organization and Cohesion	15	4.64	4.70	4.80	0.19
4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00	Range of Vocabulary and Grammar	15	4.55	4.70	4.80	0.32
93%	7%	0%	0%	0%	Accuracy: Syntax, Orthography, Morphology, Punctuation	15	4.34	4.50	4.00	0.46
4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00						
80%	20%	0%	0%	0%						

**Degree-Level Assessment Essay Rubric: GERM 301/302**

	Levels of Achievement				
Criteria	Exemplary	Proficient	Developing	Needs Improvement	Unacceptable
Content, Development of Ideas, Fulfillment of Task	<b>5 Points</b> All content points fully addressed; wide range of ideas relevant to task; Meets text type requirements including specified length; Register and format consistently appropriate	<b>4 Points</b> All content points addressed; ideas relevant to task; Some inconsistencies in text type requirements; Register and format on the whole appropriate	<b>3 Points</b> Most content points addressed; sufficient valid ideas; Several inconsistencies in text type requirements; Reasonable, if not always successful, attempt made at appropriate register and format	<b>2 Points</b> Some content points addressed; few valid ideas and/or repetitive Most content points mentioned; barely meets text type requirements Attempts at appropriate R/F are unsuccessful or inconsistent	<b>1 Points</b> Hardly any relevant content points addressed; Hardly any or no valid ideas; Does not meet text type requirements
Organization and Cohesion	<b>5 Points</b> Valid ideas organized effectively; Variety of appropriate linking devices	<b>4 Points</b> Valid ideas organized clearly; Suitable linking devices	<b>3 Points</b> Mainly valid ideas organized adequately; Some simple linking devices	<b>2 Points</b> Choppy; ideas organized inadequately Communication or purpose of writing sometimes obscured; repetitive; Rare or incorrect use of linking devices	<b>1 Points</b> Confusing; ideas disconnected; lacks logical sequencing; No appropriate linking devices
Range of Vocabulary and Grammar	<b>5 Points</b> Accurate word/idiom choice; Wide range of appropriate vocabulary and structures to express valid ideas efficiently; Ambitious attempts at advanced, idiomatic language	<b>4 Points</b> Good range of appropriate vocabulary and structures; Ambitious attempts at advanced language	<b>3 Points</b> Moderate range of structures and vocabulary	<b>2 Points</b> Limited range of vocabulary and structures; very simple Evidence of direct translation; interference from mother tongue	<b>1 Points</b> Inadequate range of structures and vocabulary; Lack of vocabulary obscures communication; essentially translation
Accuracy: Syntax, Orthography, Morphology, Punctuation	<b>5 Points</b> Confident handling of appropriate constructions to communicate efficiently and concisely; Hardly any errors	<b>4 Points</b> Language is generally accurate; Possibly some errors but errors do not impede communication; Demonstrates mastery of basic grammatical structures	<b>3 Points</b> Well-formed sentences; generally accurate expression; Possibly a number of errors but errors do not generally impede communication	<b>2 Points</b> Frequent errors of vocabulary, grammar or spelling; Errors may obscure communication at times	<b>1 Points</b> Frequent errors distract the reader; Frequent errors obscure communication
Cultural Understanding	<b>5 Points</b> Able to demonstrate a deep understanding of target culture through numerous comments, questions, and examples; thorough comparison/contrast of native culture/community with target culture/community	<b>4 Points</b> Able to demonstrate a clear understanding of target culture despite a few minor inaccuracies; comparison/contrast of native culture/community with target culture/community	<b>3 Points</b> Able to demonstrate some understanding of target culture despite minor inaccuracies; comparison/contrast of native culture/community with target culture/community	<b>2 Points</b> Able to demonstrate some understanding of target culture despite inaccuracies; basic information about native culture/community and about the target culture/community but do not connect the and/or compare the two cultures	<b>1 Points</b> Minimal understanding of target culture; information about either native culture or target culture but not both

# Rubric Statistics Report

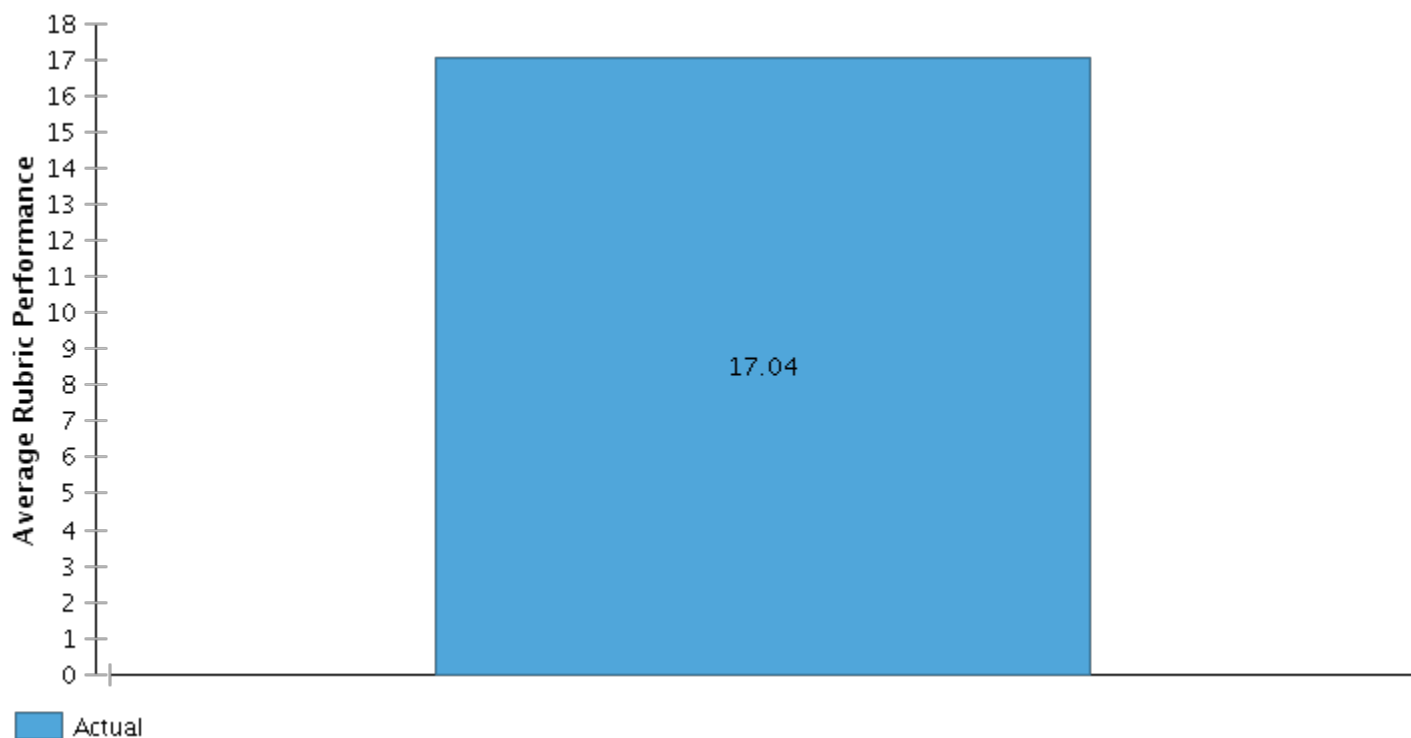
Report Sections Overview  
Rubric Overall Performance  
Rubric Analysis  
Frequency Distribution

## Overview

Current Instrument Name Final Exam  
Rubric Name Copy of GERM 301 Final Exam Essay Rubric  
Rubric Description  
Total Evaluations 15  
Begin Date Jan 1, 2001  
End Date Jan 1, 2020

## Rubric Overall Performance

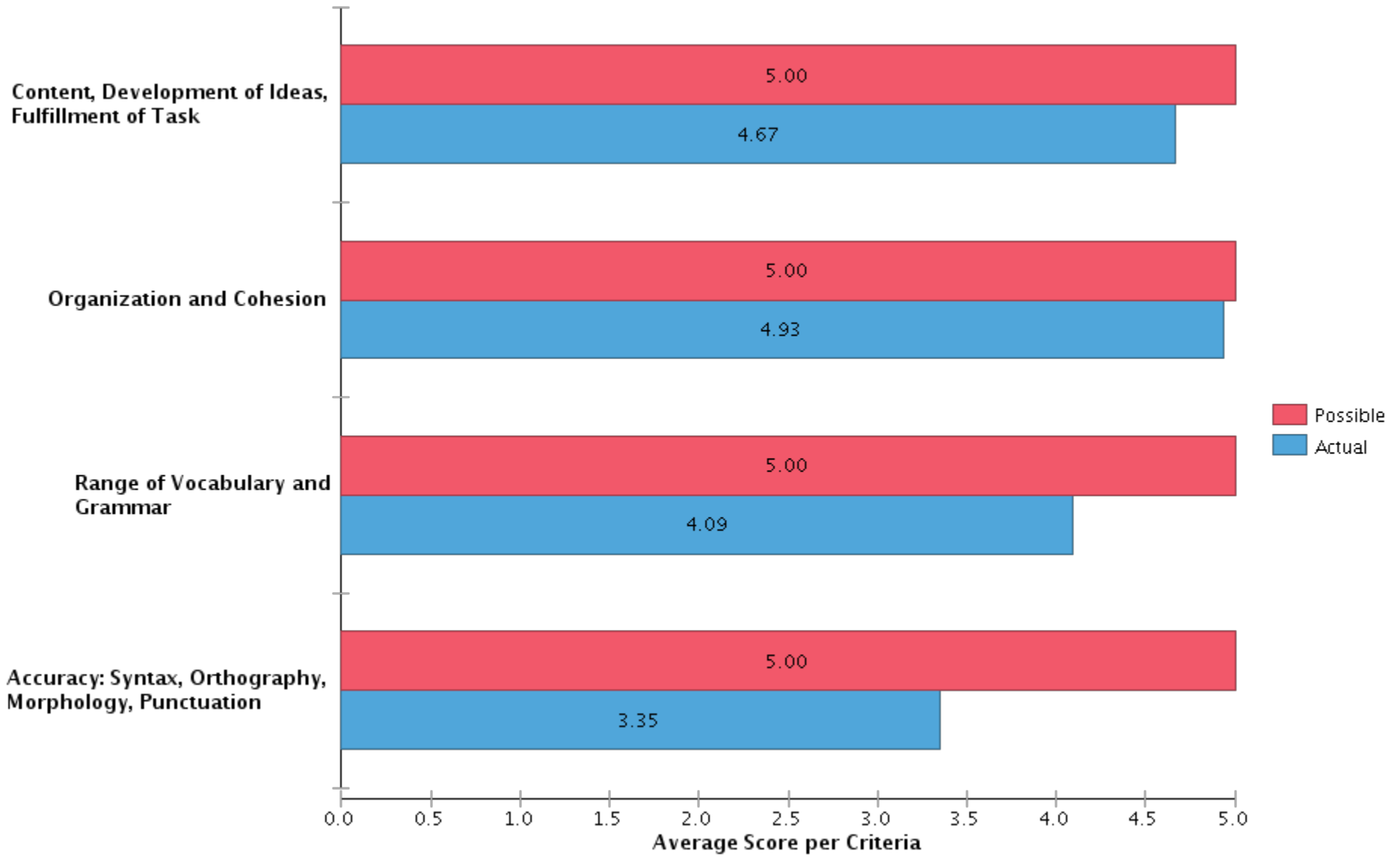
Points Possible: 20.00



# Rubric Statistics Report

## Rubric Analysis

Copy of GERM 301 Final Exam Essay Rubric



## Frequency Distribution

# Rubric Statistics Report

Copy of GERM 301 Final Exam Essay Rubric

Criteria						Number Evaluation	Average	Median	Mode	Std. Deviation
	Exemplary	Proficient	Developing	Needs Improvement	Unacceptable					
Content, Development of Ideas, Fulfillment of Task	Points	4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00				
		87%	13%	0%	0%	0%	15	4.67	5.00	5.00
Organization and Cohesion	Points	4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00				
		100%	0%	0%	0%	0%	15	4.93	5.00	5.00
Range of Vocabulary and Grammar	Points	4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00				
		53%	47%	0%	0%	0%	15	4.09	4.10	3.50
Accuracy: Syntax, Orthography, Morphology, Punctuation	Points	4.00 - 5.00	3.00 - 4.00	2.00 - 3.00	1.00 - 2.00	0.00 - 1.00				
		27%	33%	33%	7%	0%	15	3.35	3.30	2.50

# Rubric Statistics Report

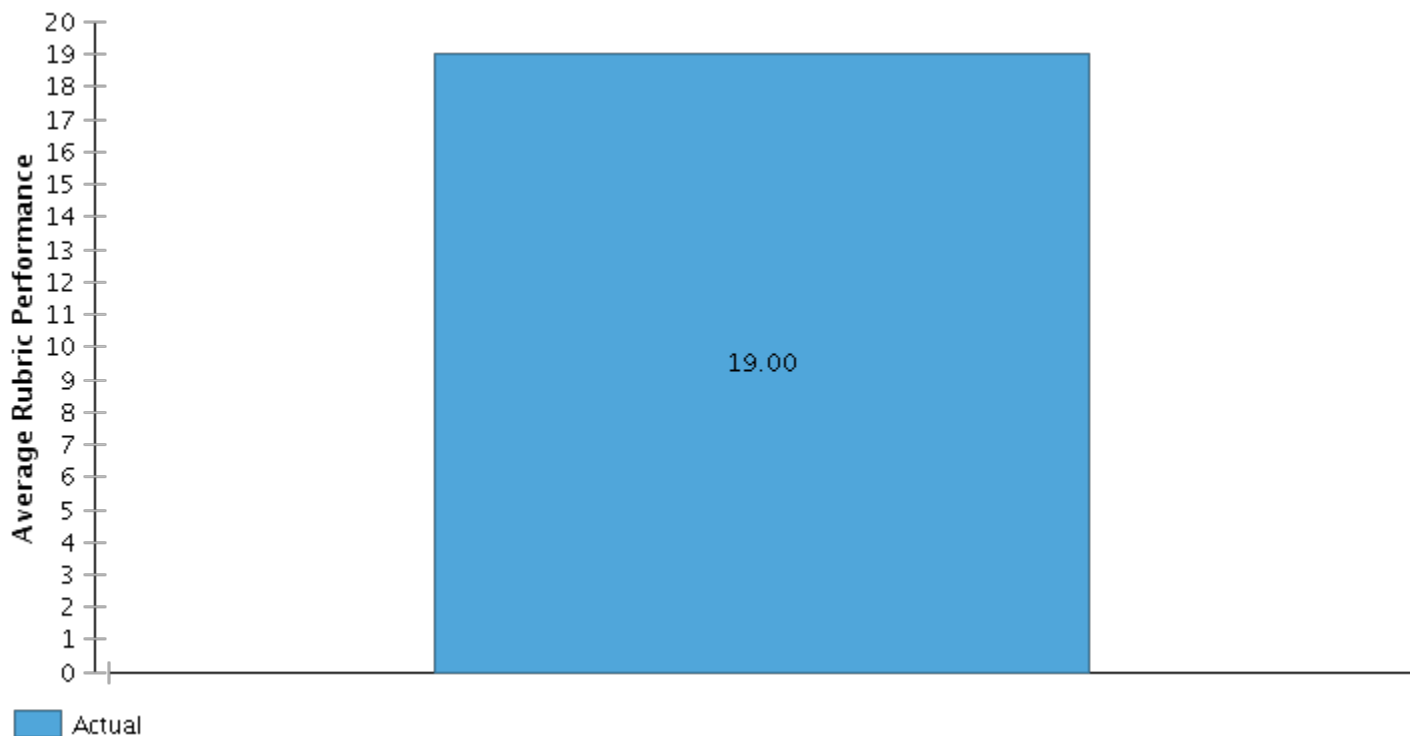
Report Sections Overview  
Rubric Overall Performance  
Rubric Analysis  
Frequency Distribution

## Overview

Current Instrument Name Präsentation  
Rubric Name Project Präsentation  
Rubric Description  
Total Evaluations 2  
Begin Date Jan 1, 2001  
End Date Jan 1, 2020

## Rubric Overall Performance

Points Possible: 20.00

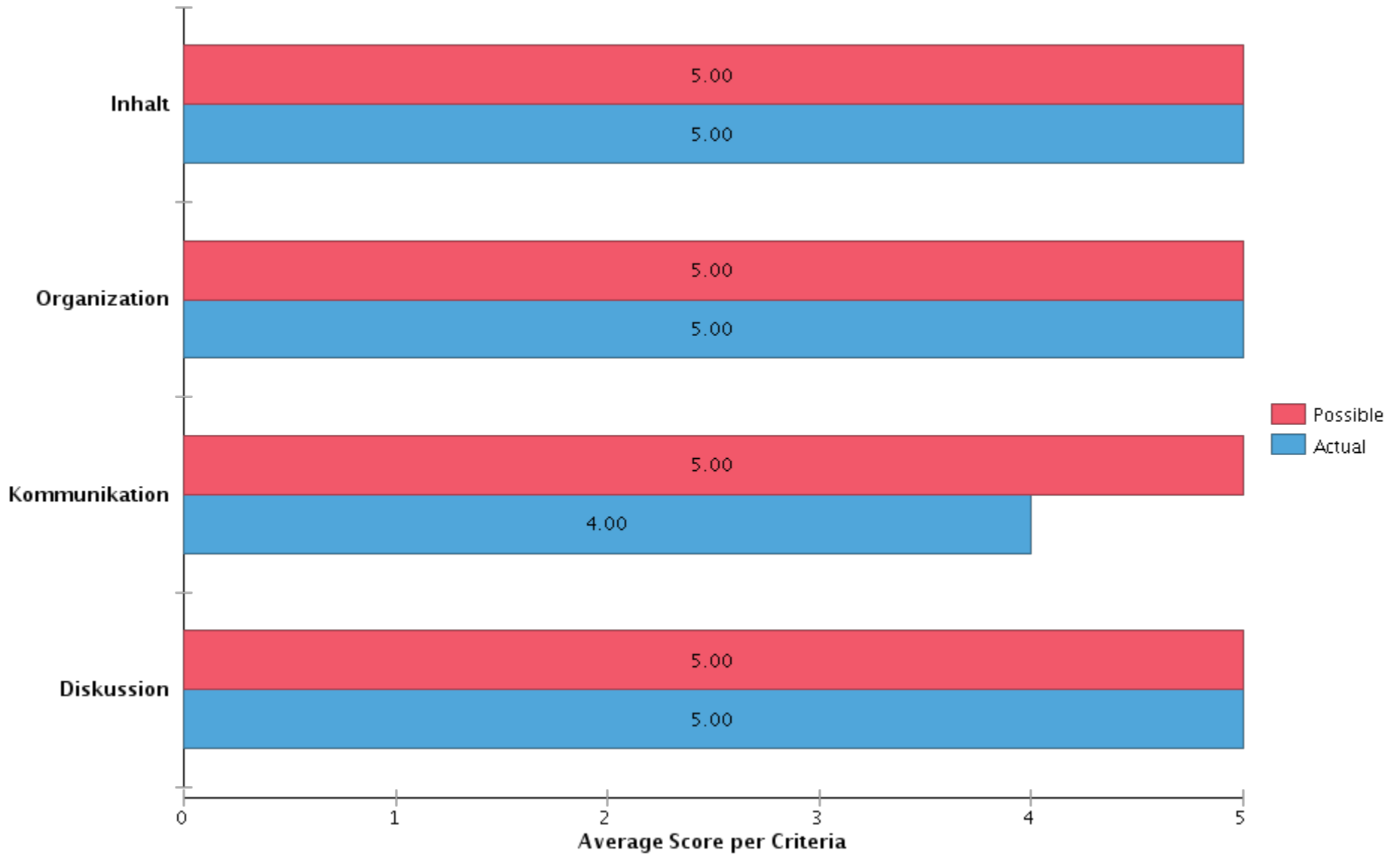




# Rubric Statistics Report

## Rubric Analysis

Project Präsentation



## Frequency Distribution

# Rubric Statistics Report

Project Präsentation

Criteria							Number Evaluation	Average	Median	Mode	Std. Deviation
		Ausgezeichnet	Sehr gut	Gut	Passend	Unbefriedigend					
Inhalt	Points	5.00	4.00	3.00	2.00	1.00					
		100%	0%	0%	0%	0%	2	5.00	5.00	5.00	0.00
Organization	Points	5.00	4.00	3.00	2.00	1.00					
		100%	0%	0%	0%	0%	2	5.00	5.00	5.00	0.00
Kommunikation	Points	5.00	4.00	3.00	2.00	1.00					
		0%	100%	0%	0%	0%	2	4.00	4.00	4.00	0.00
Diskussion	Points	5.00	4.00	3.00	2.00	1.00					
		100%	0%	0%	0%	0%	2	5.00	5.00	5.00	0.00

	<b>Ausgezeichnet 5</b>	<b>Sehr gut 4</b>	<b>Gut 3</b>	<b>Passend 2</b>	<b>Unbefriedigend 1</b>
<b>Inhalt</b>	Wichtige Aspekte der Blog-Serie werden sehr effektiv und überzeugend diskutiert	Wichtige Aspekte der Blog-Serie werden effektiv und überzeugend diskutiert	Wichtige Aspekte der Blog-Serie werden diskutiert	Einige Aspekte der Blog-Serie werden diskutiert	Keine zusammenhängende Diskussion der verschiedenen Blog-Posts
<b>Organization</b>	Sehr effektive Reihenfolge der Hauptideen und Beweismaterial, mit Einführung (These) und Schluss	Effektive Reihenfolge der Hauptideen und Beweismaterial, mit Einführung (These) und Schluss	Reihenfolge der Hauptideen und Beweismaterial nicht optimal, Einführung (mit These) oder Schluss nur teilweise vorhanden	Reihenfolge der Hauptideen und Beweismaterial ineffektiv; Einführung (mit These) oder Schluss nicht vorhanden	Keine überschaubare Reihenfolge der Hauptideen und Beweismaterial, Einführung (mit These) und Schluss nicht vorhanden
<b>Kommunikation</b>	Sehr effektive Kommunikation, auch im PowerPoint, durch korrekte Grammatik, Stil, Sprache	Effektive Kommunikation, auch im PowerPoint, durch korrekte Grammatik, Stil, Sprache	Einige grammatische, stilistische und/oder sprachliche Fehler, auch im PowerPoint	Mehrere grammatische und stilistische Fehler, auch im PowerPoint, und sprachliche Fehler	Ineffektive Kommunikation, auch im PowerPoint, wegen grammatischer, stilistischer und sprachlicher Fehler
<b>Diskussion</b>	Sehr gut formulierte Fragen für die Diskussion. Nimmt sehr aktiv an der Diskussion für die andere Präsentation teil.	Gut formulierte Fragen für die Diskussion. Nimmt aktiv an der Diskussion für die andere Präsentation teil.	Fragen für die Diskussion nicht gut vorbereitet. Nimmt an der Diskussion für die andere Präsentation teil.	Fragen schlecht formuliert und vorbereitet. Nimmt kaum an der Diskussion für die andere Präsentation teil.	Keine Fragen vorbereitet. Nimmt nicht an der Diskussion für die andere Präsentation teil.