

**Departmental and Program Assessment
Annual Assessment Plan Report**

Academic Year: 2010-11 Program Head: Wayne Oudekerk

Academic Department, Program, General Education Unit: German

Student Assessment Plan (SAP) – Basic Check-list – If your answers are “yes” a question in this section, no further explanation is necessary.

1. Is there a current assessment plan for your department, program, or general education component? Current implies that the department uses this SAP. It does not have to be rewritten unless your assessment plan has changed. It should be on the web at <http://www.hendrix.edu/academics/academics.aspx?id=7264>.

Yes

2. Does the current SAP include student learning goals? Departmental/programmatic/general education component student learning goals should be able to stand alone as a list without pages of explanatory commentary.

Yes

3. Does your SAP include a list of assessment data collected yearly? Assessment data lists should be able to stand alone without pages of explanatory commentary. Additionally, collected data should be of enough value to the department that it is read yearly. If not, it is probably not of sufficient use to collect.

Yes

4. Are student learning goals available to students on the web on the departmental/programmatic page(s)?

No

If no, provide a timeline that will produce student access to the learning goals by the end of the next academic year.

I hope to make appropriate sections of the SAP available online this summer.

5. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program?

Yes

6. Does your SAP include direct assessments? “Direct” refers to evaluated student work.

Yes

7. Describe which indirect assessments in your assessment plan have been collected for the year and which have not. “Indirect” refers to student surveys, interviews, or opinions.

All German program courses include end-of-semester student evaluations.

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development. *This could easily be the annual action item for your department or program (next section #5).*

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.)

I would argue that the objective of this section is already fairly well met by the updated German Program Student Assessment Plan I am submitting along with this Annual Assessment.

Yearly Assessment Report – each department or program is expected to have assessment discussions for at least two hours each academic year. **Help is available from David Sutherland, just call or email.**

1. What was your planned action item identified in your last report?

The plan for 2010-11 was to discussion with Professor DeBoard, the adjunct with whom I share teaching responsibilities for the beginning language sequence, the assessment of student outcomes in German 110 and 120.

2. Briefly summarize the topics discussed in your annual assessment meeting.

Our discussions centered around improvements which could be made to one or both courses, specifically in the areas of vocabulary, the workbooks, student journals, and classroom activities.

3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.

Based on repeated comments concerning the huge number of vocabulary items to be mastered and the length of the workbook assignments for each chapter, we have decided to look actively for some vocabulary items we could remove from the chapter lists, and to do the same for the workbook assignments for each chapter. In order to encourage review and retention of vocabulary, and for assessment purposes, we would both like to include a small number of vocabulary items from the previous chapter in each chapter test. Another option we will

examine is to include brief vocabulary quizzes during the course of each chapter, as opposed to the current situation, where vocabulary testing only occurs at the very end of each chapter. It was agreed that the journals for each chapter are working well.

4. What are the plans for improving student learning in your unit?

See comment 3 above.

5. Define at least one new action item for your unit that will be a goal of your assessment discussions next year?

I intend to conduct a thorough assessment of student outcomes (including mid-term and end-of-semester student evaluations and multiple direct assessment tools) of a course being taught for the very first time in the fall of 2011, German Poetry and Short Prose (German 365).