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

Academic Year: *2011-12*

Academic Unit: *German Program*

Chair: *Wayne Oudekerk*

**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?

   *yes*

2. Does the current SAP include student learning goals?

   *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)?

   *I am in the process of updating the materials on the German website, and will incorporate a copy of the learning goals for each course in the materials I make available there.*

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.

*I did not conduct a student survey this year (beyond the evaluations I asked students to fill out in each course I taught). One important source of feedback on the major was provided by Ms. Lauren Bartshe, a 2010 graduate in German, who reported that she had been able to skip one literature course and breeze through more than one other because she had already read the majority of the works being treated in the her German Masters program at the University of Missouri - Columbia.*

**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 have not yet moved on to this next step.*

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

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

   *To evaluate the second year sequence*

2. Briefly summarize the topics discussed in your annual assessment meeting. (If you have not met this year, why not and when do you plan to meet?)

   *My "deliberations" with myself on this topic focused on the mid-term and end of semester student course evaluations I conducted in both German 210 and 230*

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.

   *The direct assessment data for German 210 and 230 did not reveal any significant changes in student learning outcomes. However, based on student conversations and the surveys I conducted in both courses, I have decided to make several changes to both German 210 and German 230. They include:*

   *in German 210, consider assigning vocabulary lists rather than having the students select their own individual lists*

   *in German 230*

   - *retain individual vocabulary lists, but make them shorter and test more frequently*
   - *propose more sources of vocabulary for independent work*
   - *increase the time spent on German music*
   - *select a different grammar review text and workbook*

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

   (*see list immediately 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 focus next year's assessment efforts on evaluating German 320 (fall) and 420 (spring), since both should be populated by a particularly strong cohort of majors and minors.*