

Undergraduate Academic Assessment Plan 2012 2013

Program Name: German

College Name: Liberal Arts
and Sciences

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German – Liberal Arts and Sciences Undergraduate Academic Assessment Plan

Mission Statement

The program in German endorses the premise that to learn another language is to step into another world. The knowledge acquired in this transformative process has an intrinsic value to the university and its students. As such, the program has as its mission facilitating the study of German language, literature and culture at the undergraduate level in such a way that students actively engage with this field of knowledge. By stressing cultural, linguistic, and critical skills, we prepare students to succeed in further study, and the training we provide gives our graduates an important advantage as they pursue careers in an increasingly competitive global environment. Our aim is to connect North American and international perspectives on academic endeavors in the humanities, and to maintain an international voice and presence at the University of Florida. German implements the UF mission statement by teaching undergraduate courses in German, by conducting research and scholarship to expand knowledge in German Studies, and by sharing the benefits of our research and knowledge with the public be it at the national, state, regional, or local levels. German aligns with the CLAS mission statement by continually expanding our knowledge and practice in the most fundamental questions in the humanities and social sciences and the LLC mission by facilitating the study of languages, literatures and cultures at the undergraduate level in such a way that students actively engage with this field of knowledge. Our mission aligns with the college mission to conduct scholarly inquiry and mentor students to become the next generation of intellectual and scientific pioneers. The mission also aligns with UF's mission to explore traditions and cultures of all societies.

Student Learning Outcomes (SLOs)

Existing SLOs in the 2012-13 undergraduate catalog:

1. Understanding of the cultures of German-speaking countries.
2. Proficiency in German as defined by criteria set by recognized European and German benchmarks, if you chose the literature, film and media studies option.
3. More advanced proficiency in German as defined by criteria set by the appropriate European and German benchmarks, if you choose the language and culture studies option.
4. Understanding of cultural phenomena such as literature and theoretical approaches to culture, including media, by exposure to interpretations in different contexts.

Revised SLOs for the 2013-14 undergraduate catalog:
Content

1. Describe, explain and apply the knowledge of the cultures of German-speaking countries.
2. Explain and show proficiency in the German language as defined by criteria set by recognized European and German benchmarks appropriate to the chosen area of study within German studies.

Critical Thinking

3. Evaluate the significance of information gathered from authentic sources in German and German-related countries and apply it effectively.

Communication

4. Articulate clearly in speech and in writing using the German language.

New SLOs for 2013-14*	Link to 2012-13* SLOs
Content	
Describe, explain and apply the knowledge of the cultures of German-speaking countries.	Understanding of the cultures of German-speaking countries.
Explain and show proficiency in the German language as defined by criteria set by recognized European and German benchmarks appropriate to the chosen area of study within German studies.	Proficiency in German as defined by criteria set by recognized European and German benchmarks, if you chose the literature, film and media studies option.
	More advanced proficiency in German as defined by criteria set by the appropriate European and German benchmarks, if you choose the language and culture study option.
	Understanding of cultural phenomena such as literature and theoretical approach to culture, including media, by exposure to interpretations in difference contexts.
Critical Thinking	
Evaluate the significance of information gathered from authentic sources in German and German-related countries and apply it effectively.	
Communication	
Articulate clearly in speech and in writing using the German language.	

*undergraduate catalog dates

Curriculum Map

Curriculum Map for:

Program: German

College: CLAS

Key: Introduced

Reinforced

Assessed

Courses SLOs	Course2 GER3234	Course3 GER3440	Course4 GEW4400	Course6 GEW4730	Course7 GEW4930	Additional Assessments
Content Knowledge						
#1	I	R, A Term paper or exam	R, A Term paper or exam	R, A Term paper or exam	R, A Term paper or exam	Achieve satisfactory faculty evaluation of a self-selected term paper written for an upper-division course or by passing an exam in class.
#2	I	R, A Term paper or exam	R, A Term paper or exam	R, A Term paper or exam	R, A Term paper or exam	Achieve satisfactory faculty evaluation of a self-selected term paper written for an upper-division course or by passing an exam in class.
Critical Thinking						
#3	I	R, A Term paper or exam	R, A Term paper or exam	R, A Term paper or exam	R, A Term paper or exam	Achieve satisfactory faculty evaluation of a self-selected term paper written for an upper-division course or by passing an exam in class.
Communication						
#4	I	R, A Proficiency Test	R, A Proficiency Test	R, A Proficiency Test		Pass the German B1, B2 (equivalence of 3000 level courses) Proficiency Tests by the end of the fifth semester of the third-year language course and pass the C1, C2 Proficiency exam (equivalence of 4000 level courses) by end of fourth year.

Assessment Cycle

Assessment Cycle Chart

Assessment Cycle for:

Program: German

College: CLAS

Analysis and Interpretation:

May-June

Improvement Actions:

Completed by August 1

Dissemination:

Completed by September 1

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1		X	X	X	X	X	X
#2		X	X	X	X	X	X
Critical Thinking							
#3		X	X	X	X	X	X
Communication							
#4		X	X	X	X	X	X

Methods and Procedures

SLO Assessment Matrix

The SLO Assessment Matrix is new for the 2012-13 Academic Assessment Plans. We have populated the matrix to the extent possible with the information we have available. Please complete the matrix.

Assessment Method - For each SLO, please enter the assessment method you are using – exam (course, internal, or external), project, paper, presentation, performance, etc.

Measurement – list the measurement procedure you use for this outcome. It can be a faculty-developed rubric with the minimum acceptable level identified, an exam score and the minimum passing score, or other measurement. **Required for 2012-13: Include at least one example of a rubric used to assess an SLO.**

SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Describe, explain and apply the knowledge of the cultures of German-speaking countries.	Term paper or exam	Paper assessed using rubric
Explain and show proficiency in the German language as defined by criteria set by recognized European and German benchmarks appropriate to the chosen area of study within German studies.	Term paper or exam	Paper assessed using rubric
Evaluate the significance of information gathered from authentic sources in German and German-related countries and apply it effectively.	Term paper or exam	Paper assessed using rubric
Articulate clearly in speech and in writing using the German language.	Proficiency test	Test score

The program in German has guidelines regarding minimum grades and required courses. These are set out at: <https://catalog.ufl.edu/ugrad/current/liberalarts/majors/german.aspx>

Assessment oversight of German is built into the prerequisites of the program: the minimum grade requirement determines continuing progress in the program. Moreover, students must Complete 10 German courses (3000 or above) that demonstrate proficiency in their area of study, as well as in spoken and written competence in German as well as complete requirements for the baccalaureate degree, as determined by faculty.

The coursework behind the 3000/4000 level courses in German is based on the objectives of the Common European Framework of Reference for Languages, which lays out the six-level scale of competence in German. Although students are not required to take the official Goethe Institute Certificate Exam, the courses are designed to enable students to pass them. (NOTE: this is a result, not an assessment)

Sample Rubric for grading TERM PAPER	A Paper	B Paper	C Paper	Unsatisfactory
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.
Organization & coherence	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links may be faulty, but each paragraph clearly relates to the paper's central idea.	May list or arrange ideas randomly. May use transitions, but they may not be logic based. Paragraphs have topic sentences but may be overly general.	Organization may be random and lack internal paragraph coherence using few transitions. Paragraphs may lack topic sentences or main ideas, or be too general or too specific to be effective. Paragraphs may not all
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points and interpret the evidence/explain connections between evidence and main ideas.	Uses generalizations often to support main points. Examples may not be obvious or relevant. Often depends on unsupported opinion or	Uses irrelevant details or lacks supporting evidence. May be a summary rather than analysis.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which do not impede understanding.	Usually contains several mechanical errors but do not impede the overall understanding.	Contains many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.

Indirect Assessment:

1. Data on enrollments and retention/graduation rates will be compiled and maintained henceforth.

2. The course evaluations by German majors can be used to assess and adjust the courses offered by our faculty members.

Assessment Oversight

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