2012-2013 MA German Academic Assessment Plan

College Liberal Arts and Sciences
GERMAN-MA
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Academic Assessment Plan for GERMAN
College of Liberal Arts and Sciences

A. Mission

The graduate program in German Studies provides students with a rigorous training in German literature, visual culture, philosophy, critical theory, new media, and visual studies. Anchor courses cover literature and culture from the Middle Ages to today. Graduate students can integrate courses from other departments and centers in an interdisciplinary approach to German Studies. Past and current graduate students have focused on children's literature, Jewish Studies, Film and Media Studies, Women's Studies, and Medieval and Early Modern Studies. In keeping with the mission of a research university, the graduate program in German Studies trains and prepares future scholars and teachers of German Studies of careers in higher education, thus contributing to the mission of the College of Liberal Arts and Sciences "to continually expand knowledge and practice in the most fundamental questions, particular those in the arts and humanities (but not confined to these). On a broader level, the graduate program in German contributes in a crucial way to the mission of the University of Florida to "link the history of Western Europe with the traditions and cultures of all societies," and to the creation of "the broadly diverse environment necessary to foster multi-cultural skills and perspectives."

B. Student Learning Outcomes and Assessment Measures

M.A. program in German

I. Knowledge:

SLO: Students identify, define and describe the core areas of German literary and cultural studies for the MA, as agreed upon by the faculty of the department.

II. Skills:

SLO: Literary/Cultural Studies: Students analyze and interpret German literary and cultural products, apply results to broader contexts and engage in academic discourse via writing and oral presentation.

III. Professional Behavior:

SLO: Students display knowledge of ethical human data collection, professional conduct and ethical academic writing skills (as established by the Modern Language Association).

C. Research

Incoming students at the M.A. level consult with the graduate coordinator as soon as possible to determine whether the student will be pursuing the M.A. with comprehensive exam option or the M.A. with thesis option. If the latter, the student is assigned as soon as possible a mentor in their

area of interest. The department and the mentors encourage students to find an area of potential research. Students take seminars with potential thesis advisors, and when a mutually agreeable match is reached, form a committee, and start work with their advisor on the research approach most appropriate to their topic. They share their research in seminars in the department, and in many cases are encouraged to give talks on their work in professional meetings, where they are able to learn first had about other research in related areas. The M.A. thesis should be ca. 50 pages in length and show familiarity with the most important scholarly views on topics such as children's literature, Jewish Studies, Film and Media Studies, Women's Studies, and Medieval and Early Modern Studies, as well as the beginnings of an original approach to the topic.

D. Assessment Timeline

Use this Assessment Timeline template for your plan. Add or delete rows and columns to accommodate your SLOs and assessments.

Program_____   College_____

Assessment SLOs	Assessment 1
Knowledge	
#1	Comprehensive exam
Skills	
#2	Oral component/thesis defense
Professional Behavior	
#3	Graduate Seminar

E. Assessment Cycle

Assessment Cycle for:
Program German_____   College   CLAS_____

Analysis and Interpretation: __April 30_____
Program Modifications: Completed by __May 15_____
Dissemination: Completed by ____May 31_____

Year SLOs	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge						
#1	X	X	X	X	X	X

Skills						
#2	X	X	X	X	X	X
Professional Behavior						
#3	X	X	X	X	X	X

F. Measurement Tools

Here, describe the measurement tools you use to assess the SLOs, and include at least one example.

Direct Measurements: Comprehensive Exam, Oral and Written Presentations

M.A. non-thesis option: Candidates must know the names of authors, artists, filmmakers, critical dates, literary movements and trends, and their connections to broader cultural developments.

Example: A successful candidate will be able to describe the basic characteristics of Expressionism as a cultural movement, name authors and filmmakers associated with Expressionism in German-speaking countries, state the different contributions made by different authors, filmmakers and artists, when they occurred, what their impact on the movement was, and ways in which German Expressionism had repercussions beyond German-speaking countries .

M.A. with thesis option: The M.A. thesis should be ca. 50 pages in length and show familiarity with the most important scholarly views on topics such as children's literature, Jewish Studies, Film and Media Studies, Women's Studies, and Medieval and Early Modern Studies, as well as the beginnings of an original approach to the topic.

Example: The beginnings of an original approach might for example consist in capably taking an existing scholarly viewpoint or viewpoints that may not be widely held in the consideration of the given topic – for example, that Martin Luther, rather than being a cultural conservative as which he is usually seen in the scholarship, had revolutionary intentions and therefore is justifiably seen as progressive or even revolutionary.

Indirect Measures:

Upon completion of their degrees, graduates at the M.A. level (who are leaving UF) will undertake an exit interview. Interviewees will be asked in particular to express their view of the efficacy of our efforts to achieve the SLOs. The data from these interviews will form part of the data considered and acted upon in our assessment cycle.

G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Will Hasty	LLC-German	hasty@ufl.edu	352-273-3780
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Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at http://www.aa.assessment.edu

Program: Year:

Component	Criterion	Met	Partially Met	Not Met	Comments
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				