

## Assessment Plan for 2016-17 -- Dept. of German and Scandinavian

Prepared by Jeffrey S. Librett,

Professor of German, Director of Undergraduate Studies (German),

in Consultation with Curriculum Committee, Language Coordinators, and Department Head

### I. Assessment Schedule for Each of the Three Majors in Ger/Scan:

(i.e. for German Major with Language, Literature, and Culture Focus; German Major with Scandinavian Focus; and German Major with German Studies Focus) --

(Notes:

1. X = assessments performed; Y = appropriate changes implemented. In the cycle envisioned, during the academic year following a given assessment, changes will be implemented as called for. These changes will then be given a year to work and to be perfected, before the learning objective is assessed once again.

2. For learning objectives, see attached list.)

<i>Learn. Obj's</i>	'16-'17	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22
a	X	Y		X	Y	
b	X	Y		X	Y	
c		X	Y		X	Y
d		X	Y		X	Y
e			X	Y		X

### II. Learning Objectives to be assessed in 2016-17, and indication of method of assessment:

1. We will assess the "language" objective (objective a) for each major.

a. In the case of German, the objective is a C-1 proficiency level in terms of the Common European Frame of Reference of language learning (CEFR). We will assess writing samples from German 412 and compare them with C-1 level writing samples, which are available online. (We also have samples from our entering graduate students, who have had to take this exam.) To assess reading skill levels, we'll use an examination patterned on the C-1 exam within the context of German 412. For speaking and listening skills, we will include in German 413 an examination whose structure mimics the C-1 exam set up, which tests speaking and listening skills (monological and dialogical skills) through a short oral presentation and ensuing discussion. (For future German language skills assessments [i.e. after the year 2016-17], we may use--either additionally or as an alternative--the LinguaFolio self-assessment tool that has been developed for certain languages by CASLS.)

b. In the case of the Scandinavian majors (where Swedish is the language in question), we are shooting for the intermediate-mid level of proficiency at the conclusion of the second year of instruction (Swedish 203), according to the ACTFL guidelines. For the writing skill component, an in-class writing assignment in Swedish 203 will be evaluated in terms of these guidelines. Unit tests that assess reading comprehension, and an oral proficiency examination patterned on the ACTFL test (which engages both speaking and listening skills), will complete the assessment for Swedish. The results of these assignments will be reviewed by Scandinavian faculty and discussed within the framework of the departmental undergraduate Curriculum Committee, as well as on the level of the Departmental Faculty Meetings, as indicated below.

2. We will assess the "literature" objective (objective b) for each major. This objective will be assessed by administering an in-class essay exam (non-graded) for one period in spring term to all students in our 300- and 400-level literature/culture classes in German and Scandinavian. (This will capture most of the Majors, and it will be a useful exercise for the other students [mostly Scandinavianist]). The exam will be written in English, so as to avoid conflating the literature objective with the language objective. We will sort the results by the year in which the students are situated (senior, junior, etc.), and keep track of those who are graduating at the end of the (spring) term, to see if their essays bear witness to more knowledge, more precision, greater understanding of the given concepts tested, etc. The test will be evaluated and discussed by the members of the Curriculum Committee, who will prepare a report for the Department Head, to be submitted by the end of spring term. The examinations will be saved in a file for future reference. The exam will be composed so as to assess the students' capacity to discuss in an informed and intelligent way the main concepts of periods/movements, genres, and interpretive paradigms in German/Scandinavian literature, with some reference to social history, and through illustrative references to major works. Because German Studies Majors have more leeway as to curriculum, students graduating with this major may be less likely to be taking the 300- and 400-level courses we offer in literature and culture in any given term. The Director of Undergraduate Studies will therefore contact them in the term when the assessment exam is being offered, and s/he will set up wherever possible an individual appointment for them to take the exam on a voluntary basis. The exam administered for German Majors will include specific options for German Studies Majors (in case the German Studies Majors are taking 300- or 400-level German literature/culture classes during the term of the assessmentA), which will be keyed to the somewhat different expectations for German Studies Majors concerning the learning objective related to literature (objective a).

### **III. Reports, Discussion of Results, and Implementation and Assessment of Changes:**

The results of these assessments will be discussed at the first or second Department Faculty Meeting in Fall 2017, at which there will be a report by the Curriculum Committee (for the literature objective) and by the Language Coordinators of the German and Scandinavian programs (for the language objective). Department Faculty, under the guidance of the Department Head, will decide on appropriate action to be taken--e.g. changes of syllabi, alterations of course offerings, etc. These changes will be implemented in the year following the assessment (in this case, 2017-18), and the effects of the changes will be assessed two years later (in this case, 2019-20).