Annual Academic Assessment Report Cover Sheet

Program Information:

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<td>Date Submitted</td>
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Contact Person for This Report

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Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
• What are the student learning outcomes (SLO)? Please provide a numbered list.

1. Comprehension

Listening in the Target Language

Advanced level for the American Council of Teachers of Foreign Languages (ACTFL) / C-1 (Proficient User – Common European Framework (CEF)).

At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse in the target language on a variety of general interest, literary and cultural topics.

Direct assessment: course embedded assignments at the Advanced level, exams and papers. Assignments, assessments and grading rubrics are materials developed to meet the requirements of the Advanced (C-1) level.
Reading in the Target Language

Advanced (ACTFL) / C-1 (Proficient User – Common European Framework)

At the Advanced level, readers can understand the main idea and supporting details of authentic literary and general informational texts in the target language.

Direct assessment: course embedded assignments at the Advanced level, exams and papers. Assignments, assessments and grading rubrics are materials developed to meet the requirements of the Advanced (C-1) level.

2. Production

Speaking in the Target Language

Advanced (ACTFL) / C-1 (Proficient User – Common European Framework)

Speakers at the Advanced level converse in a clearly participatory manner in order to communicate information, as well as literary and cultural topics. Speakers can express themselves easily in the major time frames of past, present and future of the target language.

Direct assessment: Speaking competency will be assessed by means of an oral interview.

Writing in the Target Language

Advanced (ACTFL) / C-1 (Proficient User – Common European Framework)

Writers can produce, clear, well-structured, detailed text in the target language on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

Direct assessment: course embedded assignments, exams, papers, at the Advanced level. Assignments, assessments and grading rubrics are materials developed to meet the requirements of the Advanced (C-1) level.

3. Critical Thinking in the Target Language

Students will be able to evaluate and interpret in the target language texts and other cultural phenomena including art, film and popular media and to decipher implicit meanings beyond the surface level of words, sentences, characters, and plots.
(Source: http://romancelanguages.nd.edu/assessment/)

Direct assessment: course embedded assignments, research papers at the Advanced (C-1) level. Office of Academic Assessment

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4. Cultural and Intercultural Knowledge in the Target Language

**Texts and Movements**

Students will be able to identify major literary, artistic, and cultural figures of the target-language-speaking world and their principal works. They will be able to distinguish the principal characteristics of major trends, periods, and movements in the culture’s literary traditions. (Source: http://romancelanguages.nd.edu/assessment/)

**Direct assessment:** course embedded assignments, research papers at the Advanced level.

**Intercultural Competence**

Students can identify and explain cultural differences between their own culture and that of the target culture(s). Students can conform linguistically and behaviorally in many social and work-related interactions. (Source: http://romancelanguages.nd.edu/assessment/)

**Direct assessment:** course embedded assignments, research papers at the Advanced level.

❖ Which learning outcomes were assessed?

**Comprehension**

➢ Listening in the Target Language
➢ Reading in the Target Language

❖ How were they assessed? (Programs must use at least one direct assessment of student learning.)

The following German courses included embedded assignment that analyzed listening and reading proficiency:

**SPRING 2018**

GER 213 Intermediate German I
GER 214 Intermediate German II
GER 302 Composition and Conversation II
GER 321 German Culture and Civilization
GER 325 Modern German Literature I

**FALL 2015**

GER 213 Intermediate German I
GER 214 Intermediate German II  
GER 301 Composition and Conversation I  
GER 490 Modern German Short Story  

In addition, at the beginning, middle and end of the semester the students were given 1) oral and 2) written texts to which they were asked to respond so as to demonstrate their comprehension of the oral reading or the printed text. 

**Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.**

The following UULOs were assessed by the WLC SLO Comprehension (Listening and Reading in the Target Language):

- COMMUNICATION
- INQUIRY AND CRITICAL THINKING
- GLOBAL/MULTICULTURAL KNOWLEDGE AND AWARENESS

**What was learned from the assessment results?**

The following points became evident through the assessment process in regard to the SLO Comprehension:

- Students prefer and appear to respond best to native speakers for listening comprehension.  
- Students prefer and often require as much repetition as possible.  
- Regarding the comprehension of written texts, shorter texts (eg, essays, short stories, poems, anecdotes, dialog, etc.) appear to be most effective.  
- Most productive is the simultaneous comprehension experience of listening and reading.  
- Proper placement of beginning students according to their skill level and the adequate preparation of students for progression to the second- and third-year classes continue to be challenging.  

- The SLO of Comprehension (Listening and Reading in the Target Language) cannot be uncoupled from the SLO of Production (Speaking and Writing in the Target Language)—they must be utilized together and interwoven into an integrated skill set of language acquisition.  
- For students, the writing of shorter texts (eg, essays, short stories, poems, anecdotes, dialog, etc.) to internalize and express Critical Thinking and Cultural and Intercultural Knowledge appears to be most effective.
• For listening comprehension, students appear to respond well in conversations with native speakers.
• Students’ reading skills are best improved with immediate feedback and correction and subsequently with a repetition of the same text.
• Students prefer and often require as much repetition as possible.

How did the program respond to what was learned?

The program responded with a variety of strategies to the information garnered from the assessment process:
• We continue to utilized the beginning text *Deutsch im Blick*, as it appears to be quite successful through its emphasis upon curricular *realia* and materials and its communicative approach.

• We continue to pay close attention to placement and are making good use of the Online German Placement Testing Process (implemented in fall 2017) to place students into the appropriate skill level of German.

• Progression from first year to second year to third year is a primary focus, since, given the relatively small size of the German program, each subsequently higher level is to a large part dependent upon the lower level and our number of minors and majors is dependent upon the number of students that have completed the lower-division courses, as well as the third-year Composition and Conversation classes.

• When needed, we are utilizing a room in the Language Research Center, so as to be able to offer second- and third-year classes that that are crucial for RPC.

• So as to facilitate RPC for students who are off the standard class rotation—ie, those students who will have begun with GER 114 in the fall semester—we instructed an additional section of GER 213 Intermediate German I for spring 2018 and we accordingly also offered GER 214 Intermediate German II in the fall semester.

• We have decided to emphasize the use of interactive texts by asking one student to speak or read a text and asking other students to respond orally and/or in writing.

• Instructors will emphasize the re-narrative of texts read to students, where they are asked to narrate (speaking or writing) in their own words what they have heard.

• We will continue including more writing assignments where students’ essays are strategically corrected and then returned to the students for a re-write.

• Heritage speakers are utilized in upper-division classes as native speakers to enhance the listening experience of the other students.

• In spring 2018 we began using the new textbook and curricular packet *Kaleidoskop* for the second semester of second-year German and for third-year German (GER 301 and 302). This new text appears to present material
that will engage the students more directly and immediately in Listening and Reading in the Target Language.

- We continue to read more texts aloud as the students simultaneously follow the written texts.
- We continue to find that the utilization of short videos, prepared with vocabulary and exercises, offer excellent opportunities for students to speak with each other and write about topics of interest to them.
- Additional use of guided oral group conversations, games and question-answer activities, particularly in pairs, has proven to be helpful and interesting for students.
- Students at a higher skill level in speaking and writing, particularly heritage speakers, will be encouraged and utilized to guide and mentor the other students.
- We continue to develop extra-classroom opportunities for students to expand and deepen their language skills (German Table, German Club, German Film Abend, etc.)
- So as to offer to students more direct and tangible experiences, we have sought to expose them to various German cultural experiences in the Las Vegas area, for example, class visits by the Consulate of Germany (Los Angeles) and the Honorary Consulate (Las Vegas).
- We will use this Assessment Report not so much as a form to fill out but as a work in progress that can guide the curriculum and the program to continuously examine, question and, where appropriate, amend the teaching and learning experience for students in the German Studies Program.