

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: BA in German

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
2012 – 2013	SLO 1: To understand and produce oral communications at an advanced level in the target language, demonstrating the ability to analyze and critically discuss cultural, literary and/or linguistic topics. Students will be able to interact successfully in a variety of practical and academic situations.	Assessment of: 1 original dialog (GERM 102) and 2 oral presentations (GERM 305).	<p>In GERM 102: Ten out of 10 students performed satisfactorily.</p> <p>In GERM 305: Five of 8 students performed satisfactorily. One student failed to complete both assignments. Two students did not complete the second assignment.</p>	<p>GERM 102: We have improved the format of the oral dialog assessment over time in a way that aligns better with the curriculum, lowers students' affective filters, and maximizes their opportunities for success. There is no need for change.</p> <p>GERM 305: Oral presentations before a group in a foreign language are stressful for students, so stressful that a few prefer to take a zero than complete the assignment. We need to work more closely with these students to help them overcome performance anxiety.</p>
2013 – 2014	SLO 3: To develop advanced proficiency in reading comprehension in order to be able to analyze and interpret	GERM 102: Students read a text about the geography of	GERM 102: Of 9 students, 5 scored 100%, 3 scored 92%, and 1 scored 86%. All students received satisfactory scores on the assessment.	GERM 102: No specific action was taken. All students are reading at the expected proficiency level. We will

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	<p>authentic texts from the target language and culture. Reading comprehension includes the following: Understanding the development of ideas; Following the organization of ideas; Accuracy of understanding; Knowledge of vocabulary/expressions; and Socio-linguistic awareness.</p>	<p>Germany and completed a fill-in activity about the text.</p> <p>GERM 301: Students read a news story from the Deutsche Welle website and answered a series of comprehension questions about the text.</p>	<p>GERM 301: 5 out of 6 students were able to answer all questions satisfactorily. One student scored less than 70% on the assessment.</p>	<p>continue as we are doing now to promote reading proficiency in German.</p> <p>GERM 301: We already work with upper-division students in this course on an individual basis to help them improve in the areas they need it most. This practice will continue.</p>
<p>2014 – 2015</p>	<p>SLO 2: To develop advanced proficiency in the written expression of the target language. Writing proficiency includes the following: the development of ideas; organization of ideas; knowledge and accurate use of syntax/vocabulary/expressions; and use of appropriate sociolinguistic strategies.</p>	<p>Students in GERM 101 wrote a paragraph about themselves. Students were be graded on syntactic + lexical accuracy + effectiveness of communication.</p> <p>Students in GERM 303 wrote 2 versions of a structured essay in which they took a position and laid out arguments to support their</p>	<p>Of 37 students in GERM 101, 22 student achieved "Novice High" proficiency, 10 students achieved "Novice Mid" proficiency, and 5 students achieved "Novice Low" proficiency according to the guidelines set out by ACTFL for these levels of writing proficiency. http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/writing</p> <p>Of 4 students in GERM 303, 1 student achieved "Superior" proficiency, 1 student "Advanced High", 1 student "Advanced Mid", and 1 student "Intermediate High" proficiency based on the guidelines set out by ACTFL for these levels of writing proficiency. http://www.actfl.org/publications/guidelines-</p>	<p>Students in GERM 101 were given weekly homework assignments that allowed them to continue practicing and honing their writing skills. Students are given the tools they need to succeed. Whether they take advantage of them is squarely on their shoulders.</p> <p>Students in GERM 303 were given individualized assignments in the areas where each needed the most improvement. This is standard practice. Students come to GERM 303 from all kinds of</p>

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		chosen position. The assignment was graded with a rubric. Altogether, 41 students were assessed.	and-manuals/actfl-proficiency-guidelines-2012/english/writing	backgrounds so we always work with students where they are to help develop their proficiency.
2015 – 2016	SLO 4: Student: Has knowledge of culture; Investigates dynamic/variant dimensions of culture; Integrates textual/experiential knowledge into own framework of knowledge and compares to American culture; Recognizes stereotypes, including those of race, gender, and ethnicity; understanding of community language/culture.	<p>GERM 102: Students compared aspects of German and American culture in English in response to prompts.</p> <p>GERM 301/392: Students gave oral reports on German-speaking regions of their own choice and explained what makes the region distinctive within a German cultural context.</p>	<p>GERM 102: 24 of 26 students were able to identify discrete differences between German and American educational systems. 20 of 26 could do so.</p> <p>GERM 301/392: All 5 students successfully researched, analyzed, and reported on regional cultural distinctions. Each student covered a different region, so there was no overlap in reports or information.</p>	<p>GERM 102: Results were satisfactory. The assessment will be repeated as is in future semesters.</p> <p>GERM 301/392: Students were well-prepared because the course prepared them for this type of work. The course will continue to be taught as is as part of the German program.</p>
2016 – 2017	SLO 1: To understand and produce oral communications at an advanced level in the target language, demonstrating the ability to analyze and critically discuss cultural, literary and/or linguistic topics. Students will be	Faculty conducted embedded assessment in a course required of all majors and minors (9 students total participated).	89% of students met the benchmark, using the ACTFL standards: Low -- 1 student; Mid -- 4 students; High -- 4 students.	Faculty were satisfied with these assessment results. Nonetheless, the results still inform the delivery of the course, the choice of materials, and the kinds of activities practiced and

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	able to interact successfully in a variety of practical and academic situations.	Assessment consisted of an oral presentation, which the students prepared for with the assistance of the instructor. The task replicated a real-world situation that students might encounter in a German-speaking country. A previously agreed-upon rubric was used for the actual assessment; this was adapted from the rubric established by the American Council on the Teaching of Foreign Languages (ACTFL).		studied in class. Because there is only one professor of German in the Department, no other faculty were consulted in the design/implementation of this assessment. However, students were informed, and the assessment results were shared with all Department faculty, campus stakeholders, and the Dean of the College.