

To: Moira J. Maguire, CAHSS Assessment Team Leader  
Department of History  
From: Jeanette Clausen, Professor of German and Chair  
International and Second Language Studies  
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**Program Objectives.** We are continuing to use elements of the assessment plan developed by a German professor who left UALR in 2005; however, we have updated the instructions to students to give them better guidance as to our expectations. The objectives defined in the plan are appropriate and it seems sensible to accumulate more data before developing a new plan. The objectives are:

1. Attain an Intermediate-High rating on the ACTFL scale in speaking listening, writing, and reading German.
2. Exhibit a growing cultural awareness and knowledge of the German-speaking regions (culture is defined according to the Culture Standards and may include knowledge of art, art history, business, cinema, history, literature, philosophy, practices of everyday life, etc.).
3. Demonstrate the type of research skills needed to investigate a German Studies topic and show evidence of becoming life-long learners of German beyond the school setting.

All German courses focus on objectives #1 and #2. Objective 3 is the focus of the senior capstone project required of all majors.

#### **Assessments carried out in 2009**

The program had two completers, one in May and one (a post-bac) in December 2009.

**I. Objective 1** (language proficiency) is measured by the internationally recognized Zertifikat Deutsch als Fremdsprache (ZD), which is administered in Arkansas once a year, at the U of A in Fayetteville. The ZD Level B (“Independent User”) is roughly comparable to the ACTFL Intermediate Level. The May graduate took the ZD Level B in April 2009; her scores are below. For comparison, the scores of the 2008 graduate are listed as well.

	2009 Graduate	2008 Graduate	
Reading Comprehension	72.5 / 75	62.5 / 75	
Language Elements	22.5 / 30	16.5 / 30	
Listening Comprehension	67.5 / 75	67.5 / 75	
Written Expression	31.5 / 45	33.5 / 45	
Oral Test	67.5 / 75	61 / 75	
Total	261.5 / 300 (good / very good)	240.5 / 300 (good)	

**Discussion of Results:** Both the 2009 graduate and the 2008 graduate studied in Graz for a semester; however, the 2009 graduate took the ZD only four months after returning from Graz, while the 2008 graduate took it more than a year after returning.

The scores of the 2009 graduate equate to “good/very good” on the ZD scale and those of the 2008 graduate equate to “good.” In other words, neither student is at the top of that level, but the 2009 graduate is a bit closer. The top of Level B would be comparable to ACTFL Intermediate High, so both graduates are within the range.

**II. Objectives 2 and 3** are measured by the senior capstone project. Each student (May 2009 graduate and December 2009 graduate) completed a research project and made an oral presentation. Assessment rubrics are used to measure both the written research paper and the oral communication of the research findings. Their scores are as follows:

<b>Student</b>	<b>Written paper (18 points)</b>	<b>Oral Presentation (12 points)</b>
May 2009 graduate	17 points	12 points
December 2009 graduate	15.5	11 points
May 2008 graduate	15 points	10 points
December 2008 graduate	16 points	12 points

**III. Exit Survey.** The current assessment plan also calls for students to be surveyed at the end of their capstone experience. The survey basically measures students’ perceptions of how well they achieved the program objectives and how satisfied they were with the program. The Exit Survey was not administered.

**IV. Follow-up Survey.** The assessment plan also calls for a follow-up survey to be administered to graduates one year after they receive their degrees. No follow-up survey was ever developed. However, follow-up of graduates will be part of the International and Second Language Studies Department’s Program Review and Self-Study currently underway (site visit in fall 2010).

**V. Use for Program Improvement.** Based on the small number of students measured and minimal data collected so far, it is not appropriate to draw conclusions. We are pleased that all graduates so far have acquitted themselves well on the capstone project and look forward to the capstone projects of another student scheduled to graduate in May 2010. The May 2010 student is a native speaker of German and will therefore not take the ZD. After a few more semesters we should have enough data to get a sense of how well our program is working for the students.

The German faculty are also in conversation with the other members of DISLS about how to improve our program assessment. As explained by Andrew Deiser in the Spanish assessment report, the department has discussed using an IPA (Integrated Program Assessment) in third-year classes. Prof. Clausen plans to use an IPA at the end of GERM 3311 (Advanced Conversation and Composition) this semester.

If further information is needed, we will be pleased to provide it.

