1. Please describe your program’s learning-outcomes trajectory since 2006-07.

In the period in question, the Department has made major strides in implementing an assessment program. It is

(a) almost fully operative in the elementary and intermediate language courses (all lower-division, and responsive in their own particular ways to the Baccalaureate Learning Goals) that are part of the Graduation Requirement, and

(b) well underway for our two majors (Spanish and French—upper-division).

While none of our minors (or majors) (with the exception of Spanish) include lower-division courses, this linguistic preparation is an important pathway to all the minors. What lies ahead now for the German minor in particular is to collect assessment data based on its specific course outcomes (see below). These will begin to be included in the 2011-12 assessment report, which will indicate how some of the outcomes already defined for our two majors are now being extended to other language areas. (143 words)

2. Please list desired learning outcomes for students completing the program.

To attain a minor in German, students need to choose among four upper-division courses (12 units), some in advanced language, some in aspects of culture. Desired outcomes (not prioritized) are as follows:
(a) Students demonstrate knowledge of the literature, traditions and institutions of the culture of the German-speaking world in their social, historical, political, religious and economic context. This basic content of the minor will assure that students acquire at least an overview of these aspects of German-speaking countries.

(b) Students learn how to ask and answer productive critical, evaluative, and analytical questions about the material at hand. This will assure that students gain some facility in making intelligent use of information/content.

(c) Students find information regarding German culture using sources in the German language. This will assure that students experience the intimate connection between a culture and its language. (141 words)

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals?

Note: The goals above apply not only to our minor program, but also to the German Special Major.

2(a). This goal is aligned, first, with “Knowledge of Human Cultures.” It focuses on mastering significant components of the content areas of the culture(s) in question. It also instills some of the “intercultural knowledge and competence” of the “Personal and Social Responsibility” goal by familiarizing students with values and norms of a culture different from their own.

2(b). This goal is aligned with “Intellectual and Practical Skills.” It focuses on “critical” and “creative thinking, written and oral communication.”

2(c). This goal is aligned, first, with the “languages” component of “Knowledge of Human Cultures.” Exposure to a second language is one of the most direct paths to fostering openness to profound differences in ways of generating and organizing culture. As such, it, too, is aligned with the “intercultural
knowledge and competence” of the “Personal and Social Responsibility” goal. Finally, “studies analyzing data from the CLA [http://www.kzoo.edu/ir/?p=ir&s=cla] show that students who study foreign language have among the greatest gains in critical thinking and analytical reasoning” (Program Review consultant Edith Benkov’s report, 4/12/11, p.6), thus aligning this goal also with the “critical thinking” component of the “Intellectual and Practical Skills” goal. (206 words)

4. For each desired outcome, please

(a) describe the method(s) by which its ongoing pursuit is monitored and measured.

See attached GE Assessment Plans for German 142 and 151.

The following are assessment tools that have always been used in these courses. Our goal now is to devise and implement ways of measuring and reporting progress in their use, and of using our findings to improve the program.

First goal (course content): Each of the upper-division courses in German offers a series of exams that test students’ grasp of course content.

Second goal (critical engagement with content): The culture courses also require both expository essays and class discussion requiring students to experiment with ways to make intelligent use of content. Students read selected literary works, identify character types, historical context, analyze the structure and form and using the established format, complete a creative writing assignment (see German 142 syllabus).

Third goal (using German-language sources for content): In particular assignments, students will demonstrate knowledge of where to look for and how to use German-language sources of content. (157 words)
(b) Include a description of the sample of students from whom data were/ will be collected and the frequency and schedule with which the data were/ will be collected.

i. Each semester, one of the culture courses could be selected to measure students’ grasp of one or two key components (of both content and analysis) at the beginning and at the end of the course.

ii. As stated under 4 (a), we plan to devise ways to translate our current assessment strategies in the courses (tests, essays, discussions) into reportable and usable findings for the program.

iii. We plan to design a survey of students nearing completion of the minor to help gauge its effectiveness. (86 words)

(c) Describe and append a sample of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the outcomes.

Most of these do not yet exist (the trajectory of the Department’s assessment program is described in Item 1).

4.b.i: We do administer a brief test at the beginning of the culture courses—which could be readministered at the end of the course—testing students’ general knowledge of one key area of German culture covered in the course, as well as testing their ability to respond productively to, e.g., a paragraph concerning some small area of content that will be covered in the course. We could devise a rubric for comparing and reporting our findings on the first and second tests.

4.b.ii: Student outcomes for the courses are already fairly well defined. Perhaps we could devise rubrics for reporting students’ achievement of the outcomes in, say, one of the course’s major essays and/or one major exam (such as the final).
4.b.iii: Students nearing completion of the minor could be polled (in writing) on how well they think the program guided them to the desired outcomes, as well as the value of the outcomes. (174 words)

(d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each outcome.

In (i) and (ii), it is up to us to design rubrics capable of measuring as accurately as possible the outcomes that we have identified in each instance—although this is always more of an art than a science. In areas where students are tending to fall short of the goal, we will then have to decide if the fault lies in the goal, in the path designed to reach the goal, or in the student, and take appropriate action.

Item (iii) will give us concrete student feedback about the effectiveness of the program. While students are not necessarily the best judges of what they need, their input is always a useful factor in assessment. (115 words—a total of 521 words for item 4)

5. Regarding each outcome and method discussed in items 2 and 4, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur. (200 words per item)

This has not yet occurred formally. The specifics of the assessment plan are outlined in 4c and 4d. First we must design and implement them, then we must use their results to evaluate the curriculum. Design can likely be accomplished during Spring 2012. Implementation can begin in Fall 2012, and initial evaluation of results can be done before Spring 2013. (60 words)

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to the information—
gathering and the ways in which the information will be applied to the curriculum. If such activity has not yet occurred, please describe the plan by which it will occur. (300 words)

Results of student surveys were gathered and reported in the Self Study that we did for last year’s Program Review. While we had 811 responses from currently enrolled students, we had only 56 from alumni, and the latter weren’t broken down in the report by language. Their opinions of our programs were very positive, and they made many suggestions worth considering. This is something we need to pursue more aggressively. Like item 4.b.iii, however, it is student opinion, and while it is important, it can be only one of the factors for evaluating our program. (95 words)

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization? (300 words)

Our language instruction is based on the Standards for Foreign Language Learning in the 21st Century (1999), adopted nationally, and known as “The Five Cs” (Communication, Cultures, Connections, Comparisons, Communities). The standards resulted from a collaborative project of an eleven-member task force (http://www.actfl.org/i4a/pages/index.cfm?pageid=3392). We also used the ACTFL Proficiency Guidelines in designing matrices.

8. Finally, what additional information would you like to share regarding outcomes and assessment? (200 words)

The German minor program serves students from all disciplines--especially History, Music, Humanities and Religious Studies, Liberal Studies, Anthropology, Business, English, (TESOL) and the other Foreign Languages. We are currently planning collaboration with the Departments of History, Music, TESOL
(English) and Education following suggestions by our external consultant, Edith Benkov, made in her Academic Review in April 2011.

We prepare our students for study abroad on the International Programs and encourage them to pursue their educational and life goals through travel and international education. (87 words)

Attached Documents: General Education Assessment Plans for German 142 (GE/Area 4C) and German 151 (GE/Area 1)

GENERAL EDUCATION ASSESSMENT PLANS
DEPARTMENT OF FOREIGN LANGUAGES
GE AREA / C4

I. A. Course Name and Number
German 142: German Folk Literature, Legend and Lore

B. Coordinator of multi-section courses
Only one sections is offered. Should more than one section ever be offered, Dr. Marjorie Wade will act as the multi-section coordinator

C. Department oversight
German Area Head reviews course syllabi each semester.

D. Compliance procedures
The Department Chair is responsible for ensuring that all classes comply with GE Area criteria.
II. General Education Learning Outcomes:

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of Western and Non-Western cultural heritage in the arts and humanities.

Develops an understanding of and appreciation for the diversity of the human community.

Presents the contributions and perspectives of women; persons from various ethnic, socio-economic, and religious groups.

III. Course Specific Outcomes:

1. Students will apply processes of critical analysis to the reading and discussion of the Fairy Tales collected by Jakob and Wilhelm Grimm, the Icelandic text, *The Saga of the Volsungs*, as well as selected Rhine legends representative of different historical periods.

2. Students will demonstrate a comprehensive understanding and appreciation of the Germanic (English, Scandinavian, Dutch, German and Austrian) heritage as it was developed among the “folk”, their poets, singers, entertainers, and historians.

3. Students will develop analytic and comparative approaches to the study of literature and to relate these traditional ideas, values and practices to our own contemporary culture. They will document the changes from the more traditional outlook of the past to present values, with special attention to the changing roles of the hero to the heroine.

4. Students will develop a comprehensive knowledge of the contributions of the early Germanen to Western culture with their codes of honor and sense of loyalty to kin, liege, and family and develop an appreciation for the distinctive features of their civilization.

5. Students will demonstrate a comprehension of the aesthetic/cultural values and historical developments as presented in the folk literature and legends and in both the past and present traditions and celebrations throughout the calendar year: Christmas customs, saints’ day traditions, courting, wedding, and funeral practices. Students will analyze the underlying beliefs behind these international practices and discuss the complex issues driving the actions of people living in different eras, adhering to different religious beliefs with values of different cultural traditions, and consider the moral and aesthetic values present in the early German culture with their impact nineteenth century Germany and on contemporary American society.
IV. Assessment Strategies: Assessment is conducted by the raising of questions on examinations, which compel the students to make full use of their reading and discussion notes to answer. More immediate assessment on the effectiveness of the lectures and reading takes form in class discussions, by the asking and answering of questions and by inviting comments or student reactions to the material under discussion.

A one-hour essay midterm, a two-hour final exam, and one formal research paper, which is delivered orally to the class are used to assess the students’ comprehension of the reading assignments and the material covered in lecture and classroom discussions. After reading a sampling of Fairy Tales, students begin analyzing the formal structure of the Fairy Tale genre based on the Morphological system of Vladimir Propp. As they become familiar with the literary structure of the tales, they are able to write their own fairy tale based on the strictly outlined morphological structure of Propp. Their fairy tales are then graded not only for originality, grammar and style, but also as to their morphological structure. The writing required for this course far exceeds the required minimum of words.

Samples of the essay questions that correspond to the specific numbered outcomes are:

1. (III/1) Identify the major morphological elements in the Grimm tale of *Mother Hölle*.

2. (III/ 1 and 5) How does the Rhineland legend of the *Enemy Brothers* reflect the Crusaders’ experience in the Moslem world?

3. (III/ 2 and 5) What were the circumstances of the composition of “Silent Night” and how did it become the world’s most beloved Christmas carol?

4. (III/ 3) What are the personal qualities (virtues and vices) that characterize the “hero” or “heroine” of the Fairy Tale, and how are these qualities retained in our contemporary culture?

5. (III/ 4) Compare and contrast the respective ideals of femininity in the depiction of the Valkyrie, Brunhild, with her Christianized counterpart, Sleeping Beauty.
6. (III/5) What effect did Arabic architecture and poetry have on the medieval Cult of

the Virgin and on the depiction of Mary, indeed women in general, in folk
literature,

art and architecture?

V. Performance Criteria

Students will have met the criteria of the learning objectives when they can make full use
of their reading and class notes to substantiate their answers to thought-provoking
questions.

Papers and Essay Exams: An “A” paper or answer has a clear focus and powerful thesis
statement, with good organization, complete sentences, cogent argument, and judicious
use of facts to substantiate the writer’s point of view.

A “B” paper or answer is still strong in focus and coherence, has organization and
adequate use of facts. The writing may not be as effective as an “A” paper or answer.

A “C” paper or answer has noticeably weaker organization and less cogency.
Substantiation of the argument is not as effective and writing is inadequate. Yet the main
points are still discernible.

A “D” paper or answer shows serious flaws in organization and lacks clarity in argument.
Facts cited fail to back up main points. Writing is deficient.

An “F” paper or answer fails to address the issue raised, has poor writing and cites little
facts to support any argument.

Grading scale is as follows: 90-100 points = A, 80-89 = B, 70-79 = C, 60-69 = D, 59 or
below = F

VI Timeline for Implementation of Assessment Plan

Course will be next offered in Spring 2012

VII Feedback Mechanisms
Through conversation with the Department Chair or person evaluating the assessment plan, any objective, assignment, strategy, and criteria will be revised if determined that it does not meet with the desired learning outcomes.

GENERAL EDUCATION ASSESSMENT PLANS
DEPARTMENT OF FOREIGN LANGUAGES
GE AREA / C1

I.  A. Course Name and Number
German 151: German Civilization: Seventeenth Century to the Present

B. Coordinator of multi-section courses
Only one sections is offered. Should more than one section ever be offered, Dr. Marjorie Wade will act as the multi-section coordinator

C. Department oversight
German Area Head reviews course syllabi each semester.

D. Compliance procedures
The Department Chair is responsible for ensuring that all classes comply with GE Area criteria.

II. General Education Learning Outcomes:
Explain the historical and cultural significance of the major phenomena within the period(s) and region(s) studied.

III. Course Specific Outcomes:

1. Students will develop a comprehensive understanding of the origins, nature and scope of the contributions of the German-speaking countries to Western culture and develop an appreciation for the diversity of its culture.

2. Students will identify the changes and transformations that took place as the German-speaking peoples struggled for the next five hundred years to define their political identity, their natural and civic rights, including social and economic rights, and to obtain political, social and economic freedom.

3. Students will develop analytical and comparative approaches to socio-historical perspectives on the intellectual concepts, technical invention, political and social institutions, moral and aesthetic values present in German culture, which have contributed to the shaping of Western civilization in such diverse areas as philosophy, religion, music, literature, painting and film.

4. Students will identify the political neighbors of the German-speaking countries, the capitals of these fifteen nations, the sixteen states of Germany, the nine provinces of Austria, and the three major cantons of Switzerland.

5. Students will analyze the distinctive features of the development of the culture of the German-speaking peoples and compare them with those of the other civilizations.

IV. Assessment Strategies: Assessment is conducted by raising questions on tests that compel students to make full use of their reading and discussion notes to answer them. A more immediate assessment on the effectiveness of the lectures and reading takes form in class discussions, the asking and answering of questions, and by inviting comments or student reactions to the material under discussion.

Five 50-minute exams assess the students’ comprehension of the reading assignments and the material covered in lecture and classroom discussions. Four of these exams combine 50 multiple-choice questions with 5 short essay questions.
Samples of the essay questions that correspond to the specific numbered outcomes are:

1. (III/1) What was Vienna’s role in the spread of the “coffee culture” after the Great Turkish War?

2. (III/2) How did the terms of the 1648 Peace of Westphalia at the end of the Thirty Years’ War contribute to the political, social, and religious fragmentation of the German-speaking lands through the nineteenth century?

3. (III/2) How do the operas of Richard Wagner reflect the nationalism of the 19th century?

4. (III/3) When the fall of Constantinople to the Ottoman Turks opened the gates for the westward spread of Islam, how did each of the following react?
   a. the Holy Roman Empire   b. France,   c. the Pope

5. (III/3) What innovative techniques were employed by Leni Riefenstahl in her documentary films?

6. (III/5) What was the Western response to the rise of Adolf Hitler in the 20th century?

The fifth exam is a map test where the students identify the nine geographical neighbors of present-day Germany, the sixteen federal states of Germany and their capitals, the major rivers, and distinctive forests and mountain ranges; the neighbors, provinces and capitals of Austria, the three major cantons of Switzerland.
V. Performance Criteria:

Number of correct answers measures the student’s basic knowledge. Fifty multiple-choice questions are evaluated for one point each. Five short essay questions are evaluated at five points each. Answers must be written in complete sentences and are graded for content, structure and grammar. For full credit answers must include at least three correct points with an explanation of the points. Some analysis enhances the grade. No credit is given for incorrect information. If the answer includes a number of misspelled words and grammatical errors, 1-2 points are deducted.

Grading scale is as follows: 90-100 points=A, 80-89 =B, 70-79= C, 60-69 =D, 59 or below= F

VI. Timeline for Implementation of Assessment Plan:

Course will be next offered in Spring 2012

VII Feedback Mechanisms:

Through conversation with the Department Chair or person evaluating the assessment plan, any objective, assignment, strategy, and criteria will be revised if determined that it does not meet with the desired learning outcomes.
I. A. Course Name and Number
German 151: German Civilization: Seventeenth Century to the Present

B. Coordinator of multi-section courses
Only one sections is offered. Should more than one section ever be offered, Dr. will act as the multi-section coordinator

C. Department oversight
German Area Head reviews course syllabi each semester.

D. Compliance procedures
The Department Chair is responsible for ensuring that all classes comply with GE Area criteria.

II. General Education Learning Outcomes:
Explain the historical and cultural significance of the major phenomena within the period(s) and region(s) studied.

III. Course Specific Outcomes:
1. Students will develop a comprehensive understanding of the origins, nature and scope of the contributions of the German-speaking countries to Western culture and develop an appreciation for the diversity of its culture.
2. Students will identify the changes and transformations that took place as the German-speaking peoples struggled for the next five hundred years to define their political identity, their natural and civic rights, including social and economic rights, and to obtain political, social and economic freedom.
3. Students will develop analytical and comparative approaches to socio-historical perspectives on the intellectual concepts, technical invention, political and social institutions, moral and aesthetic values present in German culture, which have contributed to the shaping of Western civilization in such diverse areas as philosophy, religion, music, literature, painting and film.
4. Students will identify the political neighbors of the German-speaking countries, the capitals of these fifteen nations, the sixteen states of Germany, the nine provinces of Austria, and the three major cantons of Switzerland.
5. Students will analyze the distinctive features of the development of the culture of the German-speaking peoples and compare them with those of the other civilizations.

IV. Assessment Strategies: Assessment is conducted by raising questions on tests that compel students to make full use of their reading and discussion notes to answer them. A more immediate assessment on the effectiveness of the lectures and reading takes form in class discussions, the asking and answering of questions, and by inviting comments or student reactions to the material under discussion.
Five 50-minute exams assess the students’ comprehension of the reading assignments and the material covered in lecture and classroom discussions. Four of these exams combine 50 multiple-choice questions with 5 short essay questions.

Samples of the essay questions that correspond to the specific numbered outcomes are:

1. (III/1) What was Vienna’s role in the spread of the “coffee culture” after the Great Turkish War?

2. (III/2) How did the terms of the 1648 Peace of Westphalia at the end of the Thirty Years’ War contribute to the political, social, and religious fragmentation of the German-speaking lands through the nineteenth century?

3. (III/2) How do the operas of Richard Wagner reflect the nationalism of the 19th century?

4. (III/3) When the fall of Constantinople to the Ottoman Turks opened the gates for the westward spread of Islam, how did each of the following react?
   a. the Holy Roman Empire
   b. France,
   c. the Pope

5. (III/3) What innovative techniques were employed by Leni Riefenstahl in her documentary films?

6. (III/5) What was the Western response to the rise of Adolf Hitler in the 20th century?

The fifth exam is a map test where the students identify the nine geographical neighbors of present-day Germany, the sixteen federal states of Germany and their capitals, the major rivers, and distinctive forests and mountain ranges; the neighbors, provinces and capitals of Austria, the three major cantons of Switzerland.

V. Performance Criteria:
Number of correct answers measures the student’s basic knowledge. Fifty multiple-choice questions are evaluated for one point each. Five short essay questions are evaluated at five points each. Answers must be written in complete sentences and are graded for content, structure and grammar. For full credit answers must include at least three correct points with an explanation of the points. Some analysis enhances the grade. No credit is given for incorrect information. If the answer includes a number of misspelled words and grammatical errors, 1-2 points are deducted.

Grading scale is as follows: 90-100 points=A, 80-89 =B, 70-79= C, 60-69 =D, 59 or below= F

VI. Timeline for Implementation of Assessment Plan:
Course being offered in Spring 2012

VII Feedback Mechanisms:
Through conversation with the Department Chair or person evaluating the assessment plan, any objective, assignment, strategy, and criteria will be revised if determined that it does not meet with the desired learning outcomes.
I. A. Course Name and Number
German 142: German Folk Literature, Legend and Lore

B. Coordinator of multi-section courses
Only one section is offered. Should more than one section ever be offered, Dr. will act as the multi-section coordinator

C. Department oversight
German Area Head reviews course syllabi each semester.

D. Compliance procedures
The Department Chair is responsible for ensuring that all classes comply with GE Area criteria.

II. General Education Learning Outcomes:
Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of Western and Non-Western cultural heritage in the arts and humanities.
Develops an understanding of and appreciation for the diversity of the human community.
Identifies the contributions and perspectives of women; persons from various ethnic, socio-economic, and religious groups.

III. Course Specific Outcomes:
1. Students will apply processes of critical analysis to the reading and discussion of the Fairy Tales collected by Jakob and Wilhelm Grimm, the Icelandic text, *The Saga of the Volsungs*, as well as selected Rhine legends representative of different historical periods.
2. Students will demonstrate a comprehensive understanding and appreciation of the Germanic (English, Scandinavian, Dutch, German and Austrian) heritage as it was developed among the “folk”, their poets, singers, entertainers, and historians.
3. Students will develop analytic and comparative approaches to the study of literature and to relate these traditional ideas, values and practices to our own contemporary culture. They will document the changes from the more traditional outlook of the past to present values, with special attention to the changing roles of the hero to the heroine.
4. Students will develop a comprehensive knowledge of the contributions of the early *Germanen* to Western culture with their codes of honor and sense of loyalty to kin, liege, and family and develop an appreciation for the distinctive features of their civilization.
5. Students will demonstrate a comprehension of the aesthetic/cultural values and historical developments as presented in the folk literature and legends and in both the past and present traditions and celebrations throughout the calendar year: Christmas customs, saints’ day traditions, courting, wedding, and funeral practices. Students will analyze the underlying beliefs behind these international practices and discuss the complex issues driving the actions of people living in different eras, adhering to different religious beliefs with values of different cultural traditions, and consider the moral and aesthetic values
present in the early German culture with their impact nineteenth century Germany and on contemporary American society.

IV. Assessment Strategies: Assessment is conducted by the raising of questions on examinations, which compel the students to make full use of their reading and discussion notes to answer. More immediate assessment on the effectiveness of the lectures and reading takes form in class discussions, by the asking and answering of questions and by inviting comments or student reactions to the material under discussion.

A one-hour essay midterm, a two-hour final exam, and one formal research paper, which is delivered orally to the class are used to assess the students’ comprehension of the reading assignments and the material covered in lecture and classroom discussions. After reading a sampling of Fairy Tales, students begin analyzing the formal structure of the Fairy Tale genre based on the Morphological system of Vladimir Propp. As they become familiar with the literary structure of the tales, they are able to write their own fairy tale based on the strictly outlined morphological structure of Propp. Their fairy tales are then graded not only for originality, grammar and style, but also as to their morphological structure. The writing required for this course far exceeds the required minimum of words.

Samples of the essay questions that correspond to the specific numbered outcomes are:

1. (III/1) Identify the major morphological elements in the Grimm tale of *Mother Hölle*.

2. (III/1 and 5) How does the Rhineland legend of the *Enemy Brothers* reflect the Crusaders’ experience in the Moslem world?

3. (III/2 and 5) What were the circumstances of the composition of “Silent Night” and how did it become the world’s most beloved Christmas carol?

4. (III/3) What are the personal qualities (virtues and vices) that characterize the “hero” or “heroine” of the Fairy Tale, and how are these qualities retained in our contemporary culture?

5. (III/4) Compare and contrast the respective ideals of femininity in the depiction of the Valkyrie, Brunhild, with her Christianized counterpart, Sleeping Beauty.

6. (III/5) What effect did Arabic architecture and poetry have on the medieval Cult of the Virgin and on the depiction of Mary, indeed women in general, in folk literature, art and architecture?

V. Performance Criteria
Students will have met the criteria of the learning objectives when they can make full use of their reading and class notes to substantiate their answers to thought-provoking questions.

Papers and Essay Exams: An “A” paper or answer has a clear focus and powerful thesis statement, with good organization, complete sentences, cogent argument, and judicious use of facts to substantiate the writer’s point of view.

A “B” paper or answer is still strong in focus and coherence, has organization and adequate use of facts. The writing may not be as effective as an “A” paper or answer.
A “C” paper or answer has noticeably weaker organization and less cogency. Substantiation of the argument is not as effective and writing is inadequate. Yet the main points are still discernible.

A “D” paper or answer shows serious flaws in organization and lacks clarity in argument. Facts cited fail to back up main points. Writing is deficient.

An “F” paper or answer fails to address the issue raised, has poor writing and cites little facts to support any argument.

Grading scale is as follows: 90-100 points=A, 80-89 =B, 70-79= C, 60-69 =D, 59 or below= F

VI Timeline for Implementation of Assessment Plan
  Course being offered Spring 2012

VII Feedback Mechanisms

Through conversation with the Department Chair or person evaluating the assessment plan, any objective, assignment, strategy, and criteria will be revised if determined that it does not meet with the desired learning outcomes.