ANNUAL REPORT

School of Languages, Cultures & World Affairs

Department of German & Slavic Studies

2011 – 2012

College of Charleston

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31 July 2012
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I. NARRATIVE DESCRIPTION OF THE STATUS OF THE DISCIPLINE FROM A NATIONAL PERSPECTIVE (INCLUDING EMERGING ISSUES AND TRENDS)

GERMAN AND GERMAN STUDIES

Despite the well-publicized closing of several German programs in universities across the nation, the discipline continues to do well, particularly in states such as South Carolina. The Modern Language Association of America continues to list German as one of the top three most-studied languages in the United States. In that organization’s publication, Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2009, it was reported that:

- between 2006 (94,264) and 2009 (106,349) there was modest (2.2%) increase in the number of students studying German (report, page 20)
- South Carolina continues its modest increase in language Course Enrollments (2.9% between 2006 and 2009) (Table 3b, p. 23)
- Undergraduate enrollments in German at four-year institutions continue to maintain the position of third among the most popular languages learned (Table 2a, p. 21)

<table>
<thead>
<tr>
<th>THE MODERN LANGUAGE ASSOCIATION OF AMERICA</th>
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<tbody>
<tr>
<td>Table 2a</td>
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<tr>
<td>Spanish</td>
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<td>Latin</td>
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<td>Greek, Ancient</td>
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<td>Hebrew, Biblical</td>
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<tr>
<td>Portuguese</td>
</tr>
<tr>
<td>Hebrew, Modern</td>
</tr>
<tr>
<td>Korean</td>
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<tr>
<td>Other languages</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>% Change</td>
</tr>
</tbody>
</table>

Excluded from this table are enrollments in schools that did not specify their institutional type.

Study abroad patterns as reported by IIE (Institute of International Education) indicate that in the 2010-11 academic year, 9458 German students studied at a US University, with the US being the 12th most favored country in which to study for Germans. Nationwide, according to the Report of the Modern Language Association’s Job Information List, the number of positions for German instructors has remained fairly steady at around 11% of all advertisements for university jobs in foreign languages published in the JIL.

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Statewide, the College of Charleston and the Citadel represent one of the three hubs of German-language instruction in South Carolina.\(^4\)

In their 2011 paper “German as a Foreign Language. Strategy Paper for the U.S.A., 2011” by Daniel Hamilton and Michael K. Legutke,\(^5\) the authors perceptively note that there are factors beyond the control of educators in the fluctuation of enrollment patterns:

> Moreover, some challenges exist at the federal level. The U.S. government attaches importance to the education of multilingual global citizens, but this general appreciation of multilingualism does not lead to concrete measures that could counteract widespread monolingualism in the United States. The budget of the largest national foreign language program was recently cut in half; further cuts seem inevitable. One must also consider that the promotion of language teaching by the U.S. government could be described as a zero sum game. New funding for one language is usually deducted from that of another, while at the same time government grants for foreign language teaching in general are stagnating or are declining. In addition, there are also other federal government initiatives in education, for example the No-Child-Left-Behind Act, that push back the teaching of foreign languages even further. (p. 2)

South Carolina is a major trading partner of Germany\(^6\)/\(^7\), which may explain, to some extent the strong interest in German at the College of Charleston.

**Russian AND Russian Studies**

It is a well-known fact that Russian has again been designated a critical language\(^8\) by the Department of State. This also provides students with scholarship opportunities to study in a country of the target language under the auspices of the Bureau of Education and Cultural Affairs.\(^9\)


\(^8\) “The U.S. Government has designated all Flagship-supported languages as “critical languages” because the national need for trained speakers in those languages exceeds the number of bilingual speakers available. These languages are also critical for U.S. national security and economic competitiveness.” Available at [http://www.thelanguageflagship.org/students-a-parents/critical-languages](http://www.thelanguageflagship.org/students-a-parents/critical-languages). Accessed 24 July 2012.

In addition, as RussNet.org notes, “within Russia itself there are myriad opportunities for Americans who know Russian. American law firms, businesses and consulting firms expand almost daily and they all need employees with a knowledge of the Russian language.” Some statistics offered by this website:

- Russian is the native language of some 150 million citizens of the Russian Federal Republic.
- It is one of the five official languages of the UN, and ranks with English, Chinese, Hindi, Urdu, and Spanish as a major world language.
- Russian remains the unofficial lingua franca of the former Soviet republics, an indispensable communications tool across all of the Caucasus and Central Asia.
- Russian is a major language for scientific publication, and it is an increasingly important language for business and trade as Russian institutions, both public and private, integrate with their European and American counterparts.  

Trends in education include more blended learning courses, often connecting US-based students with students at Russian universities. According to the most recent report on Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2009, nationwide enrollments in Russian have increased from 24,845 in 2006 to 26,883 in 2009, an increase of 9.2% (p. 16).

Three main centers of Russian language instruction exist in the state, with the College of Charleston being the only institution of higher education in the Low Country to offer this language.

- According to the Report of the Modern Language Association’s Job Information List, the number of positions for Russian instructors has increased between 2006-07 from 2.4% of advertisements published by more than 100% to 4.8% in 2010-11. 
- Study abroad patterns as reported by IIE (Institute of International Education) indicate that in the 2010-11 academic year, 4,692 Russian students studied at a US University, with the US being the 25th most favored country in which to study for Russians.

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II. PROGRAM

A. MISSION STATEMENT

The Department of German and Slavic Studies seeks to provide students with a broad range of courses, degree programs, study abroad opportunities and internships to develop proficiency and cultural literacy in German and Russian. The department's mission is to prepare all students for success as professionals and for life-long critical engagement as global citizens through the study of language, literature, and media as an integral part of the liberal arts education.

Approved 3 May 2012

B. PROGRAM GOALS AND THEIR RELATIONSHIP TO THE COLLEGE’S STRATEGIC PLAN

The opening paragraph of the revised Strategic Plan for the College of Charleston (30 July 2010) clearly states that “The study of languages remains a cornerstone of the general education program and provides a strong foundation for globalization efforts” and that “[t]he College’s graduates are able to cross traditional academic boundaries to analyze and solve complex problems; their educational experiences have been deepened through an examination of the languages, history and cultures of the world” (Strategic Plan16, p. 2). These are core values of the Department of German and Slavic Studies as the mission statement demonstrates.

In addition, the programs in the department seek to fulfill aspects of Goal 3: Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century (SP, p. 12) by:

• providing multiple and diverse opportunities to intern and/or study abroad
• demonstrating “advanced achievement levels in language study” through mandatory proficiency testing of majors (German) and voluntary participation in the National Russian Essay Contest
• increasing cooperation with programs in International Business and International and Intercultural Studies
• encouraging the active participation of all roster faculty as mentors in the Global Scholars Program (to date, all roster faculty and one adjunct faculty member have received this designation)

C. STRATEGIES AND TACTICS IN THE COLLEGE’S STRATEGIC PLAN THE DEPARTMENT WOULD PLACE AS HIGHEST PRIORITIES

Strategy 1: Enhance the undergraduate academic core.
• This strategy, particularly the “[e]mbed[ding] of] global competencies into general education and major requirements by 2013,” resonates with the goals and strategies of the Department.
• “Support foreign language initiatives that combine language skills with study of global cultures and world affairs as well as professional education, intensify introductory and intermediate language courses and expand instruction in strategic languages.”
• “Provide each student a personalized experience that integrates classroom learning with at least two of the following: research and creative activities, civic engagement, study away, internships and peer education.”

**Strategy 3:** Develop and support a highly qualified, diverse and stable base of faculty and staff

- “Increase number of roster faculty lines by 100 (by 2017) to facilitate growth of innovative academic programs, to enable modest increase in faculty research with significantly expanded opportunities for both undergraduate and graduate students to engage in research with faculty mentors and to enhance personalized attention to each student.”
- “Reduce adjunct dependency from 30 percent to below 15 percent by 2017.”
- “Make adjunct pay fair, reasonable and competitive by 2012.”

These two tactics are particularly important in the School of Languages, Cultures and World Affairs, where 40.8% of courses are taught by adjuncts. In German and Russian, this figure is slightly less, but still pedagogically unsound, at 35.2%.

**Strategy 7:** Provide appropriate, up-to-date facilities and infrastructure to support and enhance academic programs and co-curricular opportunities for students.

- “Build, renovate and maintain classrooms and studios that allow for a variety of class sizes and teaching and learning styles.”

**Strategy 8:** Engage with local, national and international constituents to leverage higher education for a stronger South Carolina.

- “Expand study abroad opportunities for students through bilateral and consortium agreements, College programs abroad and joint-degree programs with foreign universities by 2015.”
- “Expand number of international faculty teaching and conducting research at the College of Charleston through bilateral exchanges and visiting professorships by 2015.”

**D. STUDENT LEARNING OUTCOMES OF THE PROGRAM**

To date, only the German program within the Department, as the only program that offers a major, has developed a set of Student Learning Outcomes for the program. The instrument chosen by the German Program for assessing students’ proficiency is the international Goethe-Institute Proficiency Exams which are based on the Common European Framework of Reference for Languages (CEFR) and examines students’ proficiency in 5 major skill areas: reading comprehension, listening comprehension, writing, speaking and grammatical accuracy.

As written in the Assessment Template for the German Major, 15 May 2012, the projected outcomes for students majoring in German are as follows:

<table>
<thead>
<tr>
<th>Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Goal or Student Learning Outcome</strong></td>
</tr>
<tr>
<td>1. Graduating German majors read at the B1 level.</td>
</tr>
<tr>
<td>2. Graduating German majors write at the B1 level</td>
</tr>
<tr>
<td>3. Graduating German majors speak at the B1 level.</td>
</tr>
</tbody>
</table>

**Examinations were held in 2011-2012: 29 October 2011 (B1) & 17 February 2012 (B1, C1)**
III. NARRATIVE SUMMARY AND ANALYSIS OF DEPARTMENTAL AND PROGRAM ACCOMPLISHMENTS

A. Curriculum

Unusual course offerings:

- GRMN 390.01 African Diaspora in German-Speaking Europe (Fall 2011)
- GRMN 498.01 Portrait Brochure for the German Friendly Society of Charleston (connected student and faculty with local German-American organization) (Spring 2012)
- RUS 331.01 Business Russian (course designed to complement the program in International Business) (Fall 2011)

Commentary: Strengths of our faculty include the diversity of their interests and expertise, their willingness to work one-on-one with students on projects, and their entrepreneurial attitude towards curriculum development.

First Year Experience:

- Freshman Seminar 133: A Window Into Russia (Fall 2011 and Spring 2012)
- Learning Community 20: GRMN 101 and LTGR 250 Games Culture Play: Sports in German Culture and Beginning German (Fall 2011)

Commentary: In the area of FYE, although faculty have actively participated in training and the creation of freshman seminars and Learning Communities courses, several of the Learning Communities have had to be cancelled due to low enrollments in the two courses. We will continue to work with the director of the First Year Experience to explore more fruitful course/disciplinary links.

Distance education or hybrid course offerings:

- Distance education and hybrid courses are notoriously difficult to make effective in foreign language acquisition at the elementary and intermediate stages. The closest course we have on offer is Prof. Stephen Della Lana’s GRMN 320 Internship in Germany which runs in the summer for students seeking credit for their participation in the Cultural Vistas (formerly CDS International)—College of Charleston Summer Internship Program in Germany.

Departmental or program contributions to interdisciplinarity, internationalization/globalization, personalized education and high impact student experiences (such as research and creative activities, civic engagement, study away, internships, peer education and service learning)

- Both programs actively encourage our intermediate and advanced students to study or intern in the target culture at least once during their course of study. Some take the opportunity to do so more than once.
  - The German Program offers several bilateral programs through the Office of International Education (University of Tübingen, University of Bamberg, Management Centre Innsbruck in conjunction with the School of Business, as well as the summer internship program.
  - The Russian Program has successfully mounted a May Evening Study Abroad in Russia for three years. The faculty also work actively with students to help those seeking semester- or year-long study abroad opportunities at Russian universities.
  - Personalized education in the department regularly takes the form of independent studies. In 2011-2012, the following independent courses were offered:
    - GRMN 496.01 (Fall 2011): Novels of the 20th Century
    - GRMN 498.01 (Spring 2012): Portrait Brochure
    - RUS 390.02 (Fall 2011): Works by Mikhail Bulgakov
    - RUS 390.03 (Fall 2011): Cinema for Russian Conversation
Changes in departmental or program enrollments

- Departmental course offerings remained steady, with only one increase in the number of courses offered in Spring 2012 in the lower division Russian program.

- Program enrollments also held to previous years’ trends, although enrollments in both German and Russian lower-division courses in Fall 2011 increased, by 16% and 14% respectively.

Departmental workload productivity

The workload in the Department is organized around the two-tiered system of roster faculty: Tenured/Tenure-Track (3 courses/semester) and Senior Instructor/Instructor (4 courses/semester). Adjuncts in both programs teach courses on an as-needed basis.

Workload trends remained steady with only minimal changes in the percentages for each group. One defining factor for the German program is the need for adjuncts to carry out most instruction at the lower-division levels of language teaching in order to allow roster faculty to teach courses required for the major and the minor. The Russian program has been able to be more flexible in the assigning of Literature in Translation courses, and one adjunct regularly offers a RUS 150 course. Nonetheless, it is still incumbent on the single roster faculty member to deliver the upper-level curriculum designed for minors in Russian Studies.

Commentary: In order to increase the number of students who are taught by roster faculty, additional lines are crucial for both programs.

Instructional Costs

No significant changes.

Summary of student/and or graduate accomplishments

- Graduates in AY 2011-12
  - 13 Majors in German: 1 summa cum laude, 3 magna cum laude, 1 cum laude
  - 6 Minors in German
  - 6 Minors in German Studies
  - 11 Minors in Russian Studies
  - 4 students graduated having earned the Global Scholar Designation

- Proficiency Exams (German)
  - In Spring 2012, 4 students took the B1 level of the Goethe-Institut exam.
  - In Spring 2012, 1 student took the C1 level of the Goethe-Institut exam.

- Current Graduates:
  - Palmer Conrad (Dec 2011) is a Brand Management Intern at Rawle Murdy, Charleston, SC.
  - Brandon Ellis (Dec 2011) is Waterfront Manager at Concordia Language Villages, Bemidji, MN.
  - Lauren Gantt (2012) accepted a position at MW Manufacturing Corp, Spartanburg, SC
  - Aubrey Luria (2012) is currently interning at MW Manufacturing Corp, Spartanburg, SC
  - Joseph Redding (2012) has started the MBA program in International Business at CofC.
  - Benjamin Simpson (2012) accepted a position at Update Legal in New York, NY.
• 10 students of German were initiated into the College of Charleston Chapter of Delta Phi Alpha (the National German Honor Society), Iota Pi on 27 March 2012.

• In Spring 2012
  o 33 students were working towards the Major in German
  o 30 students were working towards the Minor in German
  o 14 students were working towards the Minor in German Studies
  o 35 students were working towards the Minor in Russian Studies

• 8 students are participating in the College of Charleston—Cultural Vistas Summer Internship in German in Summer 2012.

• 4 students were awarded German Program scholarships for study abroad in Germany.

• 2 students of German started working during the Spring for Bibliolabs, a company on East Bay Street founded and run by College of Charleston alumni.

• Study abroad 2011-12
  o 4 students of German are currently studying at an institution in Germany (Spring/Summer 2012).
  o 6 students accompanied Prof. Oksana Ingle on the Russian Maymester Study Abroad program.

• 22 students of Russian participated in the National Russian Essay Contest

B. Curricular Assessment Activities
During the 2011-2012 academic year, faculty in the German Program, which has the only major in the Department, worked with Associate Dean Shawn Morrison to:
  • develop and articulate course-level learning outcomes for each of the courses in the major and minor.
  • analyze the data from the Goethe-Institut exams administered since 2003 as the first step in the new assessment process.

The Assessment Template is attached and begins on page 12 of this report.

C. Faculty Diversity
As there has not been any allocation of additional roster lines, there has been no opportunity to pursue diversity in faculty recruitment.

D. Summary Analysis of Research and Professional Development Productivity
Department faculty, both tenured/tenure-track, senior instructors and adjuncts continue to pursue scholarly and professional development opportunities during the academic year and over the summer. Some highlights include:
  o 2 faculty members published articles in refereed and highly-respected journals
  o 2 faculty members had articles published in other venues (as chapters in books)
  o 3 faculty members participated in professional review activities, including editorial work
  o 1 faculty member was invited to present to various groups on campus
  o 3 faculty members presented at regional, national and international conferences
  o 2 faculty members participated in professional development workshops both regionally and internationally
Commentary: One obvious weakness is that the departmental budget allocation for travel and research does not cover the expenses of scholars whose research requires travel outside of the continental U.S. This results in some faculty choosing to eschew conference attendance in order to allow junior faculty to benefit from the meager funds available.

E. Service beyond the Department
Over the academic year 2011-2012, roster faculty served the College and the community in a variety of ways.

On the level of the department and the School, the five roster faculty members served as:
- liaisons to various offices and units
- coordinators of student extra-curricular activities
- faculty advisors to clubs and honor societies
- participants in convocation and/or commencement
- proficiency exam coordinator

At the College-wide level, every single roster faculty member participated in faculty governance as members of committees, 2 in leadership positions. Six major faculty committees are represented in the Service section of the Departmental FAS report.

On a national level, one roster faculty member served a two-year term as the President of the regional branch of the National Organization.

Commentary: Clearly, one of the strengths of the faculty in the Department is a sense of responsibility to the various communities to which we belong and of duty to participate in self-governance. This might also be construed as a weakness as it often prevents faculty from pursuing other, currently more respected and valued aspects of the profession.

F. Outreach Efforts

30 Sept-1 Oct 2011 The German Program hosted the annual meeting of the South Carolina chapter of the American Association of Teachers of German (AATG).

3 November 2011 The German Program hosted “The Magic of the Miracle” with German magician, Martin Lübke, in collaboration with the Goethe-Zentrum, Atlanta.

Spring 2012 Multicultural Disability Film Series (co-organized by Dr. Morgan Koerner).

28 March 2012 Reception for German Companies and Students in INTB and GRMN.

Commentary: Faculty in the department consistently seek opportunities to collaborate with other departments or institutions in presenting public events. Their efforts are often stymied due to the fact that the department has only half-time administrative assistance, the operating budget is small, and the time commitment involved can be considerable. A full-time administrative position would alleviate much of the burden on faculty in a variety of areas, including in outreach efforts.

G. Departmental Professional Development Opportunities

These exist only insofar as such opportunities are supported as much as possible through the budgets for Travel and Research. In Summer 2011, one faculty member received funds to pursue summer research on an article.
H. Success in Meeting Goals (Departmental, School, College)

- We have (almost) succeeded in ensuring that every graduating senior in German takes the language proficiency exam (at least the B1) during the 2 semesters prior to graduation.
- We continue (unsuccessfully) to advocate with the administration for an additional line in German and in Russian to counteract the heavy reliance on gifted but inadequately remunerated adjunct faculty.

I. Planned Curricular Development

- Both programs intend to continue developing courses for both General Education students as well as majors and minors that draw connections to other degree programs on campus, much as they have already done with International Business and International Studies.
- Imperative in this effort is the allocation of additional faculty lines to these programs to continue to foster growth and bring in new ideas.

J. Curricular development or other Program Changes for 2012-2015)

What curricular development or other major changes in the program are planned for the next three years? Briefly, what resources are required to implement these?

- The German Program is planning to revisit the requirements for the German Studies Minor. No new resources required.
K. Student (and recent graduate) accomplishments

Graduates in the Department of German and Slavic Studies, Summer 2011-Spring 2012

<table>
<thead>
<tr>
<th>Semester</th>
<th>Major in German</th>
<th>Minor in German</th>
<th>Minor in German Studies</th>
<th>Minor in Russian Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2011</td>
<td>Youlia Milenkova</td>
<td>Emily Dyer</td>
<td>Palmer Conrad</td>
<td>Daniel Hanf</td>
</tr>
<tr>
<td>December 2011</td>
<td>Palmer Conrad</td>
<td>Alex Holden</td>
<td>Brandon Ellis</td>
<td>Ashlyn Spilis</td>
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<tr>
<td>Spring 2012</td>
<td>Matthew Armstrong *</td>
<td>Necco Ceresani</td>
<td>Cassandra Falk</td>
<td>Matthew Armstrong</td>
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<td></td>
<td>Sarah Gantt</td>
<td>Joshua Falter</td>
<td>Sarah Gantt</td>
<td>Genavieve Brumsted</td>
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<tr>
<td></td>
<td>Amy Graichen</td>
<td>William Holt</td>
<td>James Martin</td>
<td>Dmitriy Gorin</td>
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<td></td>
<td>James Martin</td>
<td>Haley Horkey</td>
<td>Benjamin Simpson</td>
<td>Laurin Gravovsky</td>
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<td></td>
<td>Ethan Mauldin</td>
<td></td>
<td></td>
<td>Rebecca Jankowitz</td>
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<td></td>
<td>Joseph Redding</td>
<td></td>
<td></td>
<td>Denis Kats</td>
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<tr>
<td></td>
<td>Benjamin Simpson *</td>
<td></td>
<td></td>
<td>Jessica Latham *</td>
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<td></td>
<td>Christopher Thomas</td>
<td></td>
<td></td>
<td>Eliza Morrison</td>
</tr>
<tr>
<td></td>
<td>Mark Wiersma *</td>
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<td>Bryton Sparling</td>
</tr>
</tbody>
</table>

* indicates student who also completed all requirements for the Global Scholar Designation

Graduating Student Awards

Outstanding Student of German  
Ethan Maudlin
Benjamin Simpson

Jozef Modzelewski Memorial Award  
Matthew Armstrong
**Students studying abroad 2011-2012 (on both CofC-affiliated programs and independent institutions)**

- Lauren Bader
- Jonathan Black
- Bridgett Elstad
- Chelsea Montgomery

Universität Bamberg
Goethe Institut
Goethe Institut
Universität Bamberg

Spring 2012
Summer 2012
Summer 2012
Spring 2012

**Students on the College of Charleston-Cultural Vistas Summer Internship Program in Germany, Summer 2012**

- Ashley Blankenship: Zitadelle Spandau
- Logan Combee: Schwan Stabilo
- Celena Courchaine: Europäisches Akademie MV
- Sonja Eisl: Berlin Adler Football
- Stuart Gilreath: Klinik Rechts der Isar
- Andrew Gossenreiter: Earthfaves
- Julie Lench: St. Josephs Klinik (urology)
- Ashley Sears: Cityslang Records

Zitadelle Spandau
Schwan Stabilo
Europäisches Akademie MV
Berlin Adler Football
Klinik Rechts der Isar
Earthfaves
St. Josephs Klinik (urology)
Cityslang Records

Berlin
Heroldsberg
Waren (Müritz)
Berlin
Munich
Saarbrücken
Lennestadt
Berlin

**Scholarship recipients in the German Program**

- Lauren Bader, German Major
- Jonathan Black, German Major
- Logan Combee, German Major
- Chelsea Montgomery, German Major

Elizabeth Anne Eady Memorial Travel Scholarship
Elizabeth Anne Eady Memorial Travel Scholarship
Deutscher Brüderliche Bund Travel Award
German Friendly Society Travel Award

**Students who participated in the 13th Annual National Post-Secondary Russian Essay Contest**

Shaun Abrams
Hannah Albenesius
Matthew Armstrong
Samantha Ashikari
Sara Beekman
Stephen Boags
Mary Chapman
Dmitriy Gorin
Iryna Hunko
Maxwell Hyska
Rebecca Jankowitz
Denis Kats
Oxana Kibitkina
Richard Meabon
Eliza Morrison
Vasiliy Nam
Carter Rhea
Meghan Riddle
Mary Roughgarden
Anna Shulman
David Smart
Bryton Sparling

**All other supporting data is available through the IR reports and the FAS Departmental Annual Report**
**Program Name and Type:** German Major, Undergraduate.
**Contact information for Program Assessment Coordinator:** Shawn Morrison, Associate Dean, LCWA. 
**Email:** morrisonsh@cofc.edu  
**Phone:** 953 4266  
**Office address:** 325 Jewish Studies Center

**Does this program follow specialized accreditation standards** No

**Program/Department Mission Statement:** The Department of German and Slavic Studies seeks to provide students with a broad range of courses, degree programs, study abroad opportunities and internships to develop proficiency and cultural literacy in German and Russian. The department’s mission is to prepare all students for success as professionals and for life-long critical engagement as global citizens through the study of language, literature, and media as an integral part of the liberal arts education.

**Unit or School Mission:** The School of Languages, Cultures and World Affairs prepares students to become knowledgeable, engaged citizens in an increasingly interconnected global society.

<table>
<thead>
<tr>
<th>Assessment Plan (first two columns)</th>
<th>Assessment Report (all four columns)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Goal or Student Learning Outcome</strong></td>
<td><strong>Assessment Method and Performance Expected</strong></td>
</tr>
<tr>
<td>What will students know and be able to do when they complete the program? Attach Curriculum Map.</td>
<td>How will the outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment? Attach Rubric.</td>
</tr>
</tbody>
</table>

1. Graduating German majors read at the B1 level.

Graduating German majors take the Goethe test during their senior year. They read at the B1 level on the exam. They fully understand important information provided in newspaper articles, statistics and everyday descriptions, without any basic misunderstandings or gaps in basic comprehension.
<table>
<thead>
<tr>
<th></th>
<th>Graduating German majors write at the B1 level.</th>
<th>Graduating German majors take the Goethe test during their senior year. They write at the B1 level on the exam. They write logical private or semi-formal messages, such as letters or e-mails.</th>
<th>Out of the 13 majors who graduated during the 2011-2012 school year, 3 were rated at the target level in writing, 9 were rated above the target level, and 1 did not take the exam.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*As of 2012-2013, the exams are required of all majors.</td>
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<td>Faculty in the German program reviewed the findings. Although the data from 2008-2012 indicates that the majority of our graduating majors passed the B1 level of the Goethe-Institut’s language proficiency exams closer analysis of the scores in writing suggest that focusing on strengthening this skill at the level of the General Education courses would enhance the skills displayed by our majors.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Graduating German majors speak at the B1 level.</th>
<th>Graduating German majors take the Goethe test during their senior year. They speak at the B1 level on the exam. They report on something, make a suggestion or agree on something in everyday situations in German.</th>
<th>Out of the 13 majors who graduated during the 2011-2012 school year, 3 were rated at the target level in speaking, 9 were rated above the target level, and 1 did not take the exam.</th>
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<td>*As of 2012-2013, the exams are required of all majors.</td>
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<td>Faculty in the German program reviewed the findings. Although the data from 2008-2012 indicates that the majority of our graduating majors passed the B1 level of the Goethe-Institut’s language proficiency exams in speaking. Faculty will continue to monitor and experiment with implementing speaking strategies at the General Education level.</td>
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<tr>
<th></th>
<th>Graduating German majors are at the B1 level in listening comprehension.</th>
<th>Graduating German majors take the Goethe test during their senior year. They comprehend oral texts at the B1 level on the exam. They understand the details of important information conveyed in conversations, public announcements and radio reports.</th>
<th>Out of the 13 majors who graduated during the 2011-2012 school year, 3 were rated at the target level in listening, 9 were rated above the target level, and 1 did not take the exam.</th>
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|   |   |   | Faculty in the German program reviewed the findings. Although the data from 2008-2012 indicates that the majority of our graduating majors passed the B1 level of the Goethe-Institut’s language proficiency exams in listening, closer analysis of the scores in listening suggest that focusing
II. The Department of German and Slavic studies has been assessing the majors in German with the Goethe exam since 2004. They have been assessing the students in Reading, Writing, Listening, and Speaking. The exam has not been required for graduation; it will be required beginning with the spring 2013 graduating class. Data from the years 2004 – 2011 shows that 72 students took the exam; 58 were at or above the expected level (81%), and 14 were below the expected level (19%).
III. German courses that meet General Education requirements

<table>
<thead>
<tr>
<th>GERMAN Courses</th>
<th>Program Course</th>
<th>Assessment Measures</th>
<th>Results and Use for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Competency</td>
<td>Program Course</td>
<td>Assessment Measures</td>
<td>Results and Use for Improvement</td>
</tr>
<tr>
<td>I (Research and Communication in Multiple Media and Languages)</td>
<td>GRMN 202 Intermediate German</td>
<td>Tests and compositions</td>
<td>Students who pass the course are able to communicate at the basic level in German.</td>
</tr>
<tr>
<td>II (Analytical and Critical Reasoning)</td>
<td>GRMN 315 Advanced German Reading</td>
<td>Written analyses of texts.</td>
<td>Students who use this course for General Education credit are exposed to authentic sources in their original language. They are able to use their analytical and critical reasoning skills in German. Faculty design assignments and assessments to evaluate improvement of this competency.</td>
</tr>
<tr>
<td>III (Historical, Cultural, and Intellectual Perspectives)</td>
<td>GRMN 325 Contemporary Issues</td>
<td>Exams and presentations</td>
<td>Students who use this course for General Education credit are exposed to authentic sources in their original language on German. They are able to use their analytical and critical reasoning skills through another language. Faculty design assignments and assessments to evaluate improvement of this competency.</td>
</tr>
<tr>
<td>IV (International and Intercultural Perspectives)</td>
<td>GRMN 472 Studies in German Cinema</td>
<td>Analytical Projects</td>
<td>Students who use this course for their general education credits are able to use multiple media sources to analyze and understand cultural perspectives using German. Faculty monitor student performance of this competency.</td>
</tr>
<tr>
<td>V (Personal and Ethical Perspectives)</td>
<td>GRMN 490 Special Topics</td>
<td>Evaluation of analytical paper and presentation.</td>
<td>Students who use this course for their general education credit are able to read great works of literature in German that have shaped the perspectives of other cultures in their original language. Faculty create assignments and assessments that monitor progress.</td>
</tr>
<tr>
<td>VI (Advanced Knowledge and Skills in Major Area of Study)</td>
<td>GRMN 490 Special Topics</td>
<td>Evaluation of analytical paper and presentation.</td>
<td>Students who use this course for their general education credit are able to read great works of literature in German that have shaped the perspectives of other cultures in their original language. Faculty create assignments and assessments that monitor progress.</td>
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