

Department: Foreign Languages and Literatures
 Chair: Dr. José B. Fernández
 Participating faculty: Drs. Micarelli, Barsch,
 Decker, Maier & Fernández

Program Name & CIP Code: Foreign Language Combination Major 16,0101 Level: Baccalaureate

Example of Linkage between Expanded Statement of Institutional Purpose,
 Departmental/Program Intended Outcomes/Objectives, Assessment Criteria and Procedures,
 Results, and Use of Results at our University

Expanded Statement of Institutional Purpose	Departmental/Program Intended Outcomes/objectives	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p>1. Supply an area of the country, where international trade and tourism is rife, with professionals proficient in foreign languages and cultures. Graduates of the program are prepared to enter Spanish graduate programs, teach at high school level or work in international trade and tourism. Courses in business will greatly enhance the graduates' prospects for working in commercial fields.</p>	<p>1. Develop critical thinking skills and apply them to literature and culture.</p> <p>(Nov. 1996)</p>	<p>1. Require a Foreign Language exit exam in which one of the sections will test critical thinking as applied to literature and culture of the chosen language combination. The examination will determine the students' comprehension of complex literary passages and their ability to analyze the ideas presented as applied to society and the individual. The exam will be corrected by a committee of three faculty members. 80% of the Foreign Language Combination majors should score 80 or above on this section of the exam.</p> <p>(Jan. 1, 1997)</p>	<p>1. There is a wide dichotomy in the literature scores between the two groups of examinees. 50% of the students (2) are above the projected score of 80% while 50% are below. The scores are 90, 87, 60 and 50.</p> <p>(April 1997)</p>	<p>1. Because of the lack of a critical mass, no action should be taken at this time, not until the results of three more semesters of exit exams can be studied. It feels that the students have access to an excellent selection of literature courses and are being given every opportunity to do well. It has been decided that the course mixture of the Foreign Language Combination Majors should be monitored carefully by faculty advisers to be sure that the students are competent in the languages and the cultures of the two language areas chosen.</p> <p>(Fall 1997)</p>
<p>2. Develop correct use of written target languages.</p>	<p>2. Develop correct use of written target languages.</p>	<p>2. Require a Combination Foreign Language exit exam in which one of the sections will test the students' ability to use the written target languages. The exam will be corrected by three faculty members. In the primary languages, 40%</p>	<p>2. In composition a similar dichotomy is seen. 50% of the students are very strong, 25% acceptable and 25% weak in the principal language. The scores in composition in the principal</p>	<p>2. Students have access to excellent courses in composition and that no change should take place until at least three more semesters of exit exams are given to</p>

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	<p>of the students should demonstrate ability to write at native level, i.e. with few or no grammatical errors (score 90 or above). An additional 30% should have near native writing ability (score 80 or above) and the remaining 30% should be fairly accomplished, i.e. they will have errors in their writing but their compositions will be comprehensible and fluid (score 70 or above).</p> <p>(2a). In the secondary languages in writing, 20% should perform at native speaker level (score 90 or above). 20% will have near native ability in writing (score 80 or above), and the remaining 50% will be able to write acceptable prose, i.e. ability to write a comprehensible composition with errors and not polished (score 70 or above).</p>	<p>3. Oral proficiency in the Foreign Language Combination major will be measured in one section of the departmental exit exam. The oral exam will consist of questions given in the target language by a committee of three faculty members to test the students'</p>	<p>language are 98, 93, 70, and 60. In the second language the scores are 95, 80, 70 and 50, much the same pattern.</p>	<p>produce the critical mass necessary to draw conclusions. As stated in number one above, the course mix must be carefully monitored to be sure the right courses are taken through proper use of the optional courses.</p>
<p>3. Develop ability to use the target languages effectively in oral communication.</p>	<p>3. The exit exams show a strength in the spoken language. The Department will continue to maintain its policy of teaching the advanced courses exclusively in the target language. The Foreign</p>	<p>3. In the oral use of the language, the same pattern is present but the scores are higher - in the first language, 100, 100, 76 and 75. In the second language the scores are 95, 80, 70 and 50.</p>		

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	<p>ability to understand and speak the target languages. The students must respond in the foreign language and show that they are capable of developing a complex response .</p> <p>40% of the students should have very little to no difficulty in comprehending the principal target language when spoken rapidly and clearly and should be able to use the language with native ability (score 90 or above). 40% should show near native ability (score 80 or above). The remaining 20% will have some difficulty with the oral language but can overcome this with further practice (score 70 or above). In the second language 20% should be able to speak with native fluency (score 90 or above), 20% with near native fluency (score 80 or above), and 60% should be able to make themselves understood although they will make errors (score 70 or above). This last group should be able to grasp most of the ideas given in rapid speech. There will be some hesitancy both in comprehension and response.</p>	<p>Language Combination Majors have access to all the advanced courses in their areas of study and should have no problem in attaining a high level of competency in the spoken language.</p>		