

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

Program Name & CIP Code: Spanish Major 16,0905 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 Spanish exit exam in which one of the sections will test critical thinking as applied to Hispanic literature and culture. 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 members of the Spanish faculty. 80% of the Spanish majors should score 80 or above on this section of the exam.</p> <p>(Jan. 1, 1997)</p>	<p>1. The Foreign Language Department has three majors which splintered the graduates taking the exam into three groups of four students per exam. Lacking a critical mass the results could be greatly skewed by even one student. The Department recommends that three more semesters of exit exams be studied before drawing definite conclusions. In Spanish Literature the students did not perform to expectations. The scores were 80, 70, 60 and 60. It should be noted that only four students took the exam and only one of these represented the better category of our students.</p> <p>(April 1997)</p>	<p>1. In spite of the absence of a critical mass of exam scores, the Spanish faculty reviewed the curriculum and decided to strengthen the literature curriculum by requiring at least the intermediate sequence before entering the literature surveys and that the last semester of the intermediate sequence should entail short, solid readings with an oral/written literary discussion. The faculty also decided that students take composition and conversation before entering the literature survey courses.</p> <p>(Fall 1997)</p>
	<p>2. Develop correct use of written Spanish.</p>	<p>2. Require a Spanish exit exam in which one of the sections will test the students' ability to use written Spanish. The exam will be corrected by three faculty members. 40% of the</p>	<p>2. In comparison with the literature section of the exam, in the written Spanish section the student scores were 90, 88, 70 and 60. This again reflects the work of</p>	<p>2. It was decided that more written Spanish will be required in the intermediate Spanish courses as well as in the advanced courses.</p>

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	<p>3. Develop the ability to use oral Spanish effectively.</p>	<p>students should demonstrate native ability to write Spanish with few or no grammatical errors (score 90 or above). 40% should have near native written ability (score 80 or above), and the remaining 20% should be fairly accomplished, i.e. they will have errors in their writing, but their compositions will be very comprehensible and quite fluid (score 70 or above).</p> <p>3. Oral proficiency will be measured by one section of the Spanish departmental exit exam. The oral exam will consist of questions given in Spanish by a committee of three faculty members. 40% of the students should demonstrate native ability in the oral use of Spanish (score 90 or above). These students should have no difficulty in comprehending or responding to questions. 40% should have near native ability (score 80 or above) and 20% should be competent in understanding and speaking but will have some hesitation and make some mistakes (score 70 or above).</p>	<p>two students who are among our weakest.</p> <p>3. The students were above expectation in the oral area of the exam. The high results of this section were anticipated because of the exclusive use of oral Spanish in the Department's teaching of upper division courses.</p>	<p>3. The criterion was met. The exams of the four students indicated that oral proficiency is strong even in our weaker students. The Department will continue to use spoken Spanish exclusively in all advanced courses. We will continue to monitor this outcome.</p>