

# FY2009 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

## Department of Modern Languages Fort Hays State University

### I. DEPARTMENTAL OVERVIEW

The Department of Modern Languages contributed new initiatives to further the internationalization of the campus this past year.

Our most significant achievement is the establishment of an exchange agreement with the University of Duisburg-Essen that has been inaugurated this June. 11 students from FHSU are attending classes in German language and culture this summer and one graduate student from the University of Duisburg-Essen arrived on campus to study in the Department of English this summer and this fall.

The Department of Modern Languages made significant strides this past year in making its basic language courses available through the Virtual College. French I is being taught on line for the first time this summer by adjunct and former FHSU faculty member, Barbara Williams. French II will be available online in the Spring of 2010. German I is slated to be offered online for the first time in Spring 2010 and German II will be available online during the 2010-2011 school year.

Robert Patrick arranged a concert by Eric Vincent, French singer, attended by FHSU students and area high school French students in the Fall semester to celebrate French Week. The department also contributed to the internationalization of the community and the university through the activities of the German Club. 7 to 15 students participated in the German program's Kaffeestunde each week in Coffee Rules. In addition, a German film series held weekly gave the community and our German students the opportunity to see any or all of 20 films shown over the course of the year.

The weekly Spanish tertulia organized by Conchita Espino-Bravo moved to the Memorial Union and continued to prosper with a regular attendance of 15 to 25 students. In addition, the Hispanic Film festival, funded with a grant from the Spanish government as well as a Diversity Grant from the College of Arts and Sciences, brought two outside speakers to speak on Spanish film and presented seven films over the course of the year.

While official figures show MLNG to have 17 first majors and 13 second majors. Since the 20<sup>th</sup> day of classes in the fall of 2008, MLNG has added 8 majors and 26 minors.

## **A. Departmental Mission and Vision Statements**

### **Mission**

The Department of Modern Languages provides students with opportunities to develop linguistic and cultural competencies in French, German and Spanish. The department hopes to provide the same opportunities in Chinese to students in the very near future.

The Department of Modern Languages gives students knowledge about their language of study and its literary and cultural legacy. It seeks to provide an appreciation of current cultural trends in the countries where the target language is spoken. These competencies and understandings are essential to the university's mission of preparing students for the global complexities of the 21<sup>st</sup> century that require them to work and deal with a more diverse American society and an increasingly interconnected world.

In addition to providing excellent language and culture study opportunities to students, the faculty of the Department of Modern Languages create new knowledge through their scholarly activities, knowledge that they then share with their students, the university and the community.

### **Vision**

The Department of Modern Languages serves students, the teaching profession, the university and the community by promoting communication and mutual understanding through knowledge and linguistic competence that facilitates the bridging of linguistic and cultural barriers. Through their scholarly endeavors, MLNG faculty keep abreast of the latest scholarship in their areas of study and share that knowledge and their new insights with colleagues, students and the community.

### **Service to Students**

Students have the opportunity to become proficient in French, German and Spanish. They also have the opportunity to develop a basic knowledge of Mandarin Chinese. They learn about current cultural trends and the cultural legacy of the

peoples who speak these languages, giving them the tools to contribute to cross-cultural understanding at FHSU and in the workplace and community.

### **Service to the Profession**

By preparing future teachers of modern languages, the Department of Modern Languages inculcates the importance of quality instruction of languages in the next generation. MLNG faculty participate in professional organizations on the state and national levels that promote quality instruction in modern languages.

### **Service to the University**

The Department of Modern Languages promotes cross-cultural understanding by providing knowledge of other cultures and linguistic competence in other languages. Its major and minor programs in French, German and Spanish give students the linguistic and cultural competence to take their place in careers with a global reach. It also contributes to the internationalization of the campus through its study abroad programs and the extracurricular activities it sponsors. It provides beginning language courses in French, German and Spanish so that students can meet the Board of Regents mandated language requirement for B.A. programs.

### **Service to the Community**

The Department of Modern Languages is involved with the community by providing education, translation services, and opportunities for informal interaction among different ethnic and linguistic groups thereby assisting the university in its goal to promote an awareness and appreciation of cultural diversity.

## **B. Departmental Goals, Objectives, and Strategic Priorities**

### **Goals and Objectives**

The Department of Modern Languages seeks to provide superior classroom instruction in French, German, Spanish and Chinese so that students develop the linguistic competencies necessary to understand and communicate effectively in their chosen language of study.

The Department of Modern Languages seeks to give students a greater understanding of the cultures in which their chosen language of study is spoken. Through its curriculum and extracurricular activities, it helps students to understand the attitudes and worldviews of these cultures and prepares them for careers that require multicultural competencies.

The Department of Modern Languages supports faculty in their scholarly activities so that they remain current in their area of study and create new knowledge in their discipline which they can share with colleagues, students and the community.

The Department of Modern Languages now offers Mandarin Chinese for General Education and to fulfill the BA foreign language requirement. It is willing to explore offering courses in other languages and cultures depending on the needs that emerge as the university develops new international strategic partnerships and depending on the availability of faculty qualified to meet those needs.

### **Strategic Priorities**

The Department of Modern Languages is moving to make beginning language study available through the Virtual College so that the B. A. language requirement and MLNG General Education courses are available to distance students. The entire beginning Spanish language program is available online now. French I is available online now and we anticipate that French II will be available online starting in Spring, 2010. German I is under development for online delivery and will be offered for the first time in Spring, 2010.

Course proposals for beginning Mandarin Chinese were approved this year. Fortunately, talented Chinese graduate students with some teaching experience have been available to teach these courses up until now. However, the Chinese program would have more growth potential if the courses were taught by a faculty member who could give continuity to the program.

MLNG is focusing on increasing the number of majors and minors in all of its programs. The loss of the French major makes this more urgent and has resulted in a temporary drop in the number of majors. While official figures show MLNG to have 17 first majors and 13 second majors. Since the 20<sup>th</sup> day of classes in the fall of 2008, MLNG has added 8 majors and 26 minors.

We hope to justify eventually the addition of at least one part-time faculty position in German. One faculty member cannot simultaneously develop Virtual College classes, sponsor study abroad programs, supervise extracurricular activities and teach all the courses for their program.

### **C. Department Productivity and Distinctive Accomplishments**

The department won one external grant and one internal grant for the Hispanic Film Festival. Through the initiative of Conchita Espino-Bravo, the department won a grant from the Program for Cultural Cooperation between Spain's Ministry of Culture and US Universities and a Diversity Grant from FHSU's College of Arts and Sciences which financed the travel expenses of two outside speakers and the purchase of the films used in the festival. The Hispanic Film Festival was well attended. Between 35 and 80 students and community members attended each event.

MLNG contributes significantly to the internationalization of FHSU. Eleven students are currently studying in Germany through the exchange program established this past year between FHSU and the University of Duisburg-Essen. Unfortunately, due to the scare about swine flu in Mexico, the five students who were planning to attend the University of Guadalajara did not go. Rosa Maria Castaneda traveled to Cuzco, Peru to investigate the possibility of setting up a study abroad opportunity for FHSU students in Cuzco, Peru. A study abroad program in Cuzco is feasible and will be established in the next few years.

Avi Kempinski became the editor of the **Newsletter of the North American Heine Society**, an internationally distributed annual publication devoted to the life and work of Heinrich Heine.

Rosa Maria Castañeda was invited to give a presentation on language assessment by the Spanish government in Spain in May. Apart from the Kansas World Language Consultant for the Kansas Department of Education, she was the only language teacher from Kansas in attendance and the only Kansas educator to make a presentation at the conference.

## II. DEPARTMENTAL PERFORMANCE METRICS

### A. Department Performance Indicators

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Freshmen	0	4	2	6	2
Transfer Students	2	0	1	0	2
Undergraduate (first majors/second majors)	13/13	18/13	21/17	22/9	17/13
MLS Majors	1	0	1	0	1
Major Retention	88.24%	45.45%	66.67%	63.16%	54.55%
Undergraduate Student Credit Hours	2389	2672	2930	2755	2581
Graduate Student Credit Hours	55	38	55	24	33
Tenured or Tenure-track Faculty (Headcount)	3	4	5	5	5
Non Tenure-Track Faculty (Headcount)	3	2	2	2	1
Other Faculty (Headcount/Sections Taught)					1: 10hrs Fall & Spring
Undergraduate Degrees	8	3	10	9	7

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Expansion of online Spanish I and II sections and addition of French and German online will result in higher SCH. Recruitment of adjunct to teach online French gives students online option in addition to on-campus course. Development of online German, slated to be offered for first time in Spring, 2010 will give students an online option in addition to the on-campus course.					
Number of books, book chapters, and refereed articles published	4	2	1	0	1
Percent of faculty publishing refereed books, chapters, or articles	50%	33%	16%	0%	16%
Number of non-refereed articles and presentations	5	7	12	6	7
Percent of faculty publishing non-refereed articles or presentations	66%	66%	83%	50%	66%
Number of scholarly performances and other creative activities	0	2	0	0	0
Percent of faculty in scholarly performances or other creative activities	0%	33%	0%	0%	0%
Total number of external grant applications submitted/percent of faculty submitting	1/16%	0/0	0/0	0/0	1/1
Total number of funded external grants/percent of faculty funded	0/0	0/0	0/0	0/0	1/1
Department won an external grant from the Spanish government last year. All but one faculty member published or presented a paper at a professional conference this past year.					
Direct Outcome 1 KSDE content test	2 out of 7 passed	2 out of 2 passed	3 out of 3 passed	3 out of 8 passed	4 out of 6 passed
Direct outcome 2 WebCAPE test results: % who scored national norm or better	n/a	n/a	n/a		
Language I				70%	68%
Language II				61%	59%
Indirect Indicator 1					
Senior students' Level of Academic Challenge			66.02	69.91	49.93

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Senior students' Active and Collaborative Learning			52.38	57.14	65.08
Senior students' Student-Faculty Interaction			53.33	66.67	57.78
Senior students' Enriching Educational Experiences			76.19	60.12	60.75
Senior students' Supportive Campus Environment			52.78	69.44	31.94
The Spanish Club was reactivated. German Exchange Program and Study Abroad Program initiated.					
Outcome/Indicator 1 Number of students participating in study abroad programs	n/a	n/a	n/a	33	16
Outcome/Indicator 2 <b>Number of Faculty Engaged in Research Abroad</b>	2	3	3	3	4

### C. Department Quality Initiatives and Results

FY2009 Quality Initiatives	Results
Develop online beginning French courses.	French I offered online for first time in Summer '09. French II will be offered online for first time in Spring '10
Finalize proposed changes for upper division curriculum in French, German and Spanish.	Proposed addition of Intermediate German and Spanish not yet approved. Changes proposed in course numbering system not yet approved. We await action by the administration and/or Faculty Senate.

FY2010 Quality Initiatives	Responsible Party, Resources, and Plan
Develop online beginning German courses.	Online German I being developed by Avi Kempinski to be offered for the first time in Spring '10
Institute Linguafolio portfolio self-assessment tool for minors and majors.	MLNG will train in use of Linguafolio and require it of all minors and majors. They will review the portfolio of their students at the end of each semester.

**D. Institutional Quality Results**

FY2009 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	Recruitment of Hispanic students into Spanish minor and major programs. Hispanic enrollment in upper division Spanish courses ranges from 27 to 40%. Many Hispanic students involved in reactivated Spanish Club.
Increase the quantity and quality of K-12 teachers educated	4 out of 6 of our students or graduates passed the KSDE content test.
Improve undergraduate students' foundational skills	68% of Language I students (General Education course) met or exceeded the national norm as determined by nationally normed WebCAPE test
Enhance physical wellness of students, faculty, and staff	
Internationalize the campus and curriculum	<p>Exchange program at University of Duisburg-Essen: 11 students and one faculty member.</p> <p>Other internationalization efforts:</p> <ol style="list-style-type: none"> <li>1. Two IDS 333 courses offered to prepare FHSU students to study in China in Summer of '07</li> <li>2. Two IDS 333 courses offered on Hispanic themes in Summer of '08.</li> <li>3. One IDS 333 course offered on Alexis de Toqueville in Spring of '09.</li> <li>4. Beginning Chinese I, II added to the curriculum</li> <li>5. Topics course to prepare Spanish students to study in Guadalajara, Spring of '09</li> <li>6. Partnership established with ConRuhr consortium in Germany for faculty and student exchanges</li> </ol> <p>International co-curricular activities involving campus and community:</p>

	<ol style="list-style-type: none"> <li>1. Weekly German Language Table</li> <li>2. Weekly Spanish Language Table</li> <li>3. Eric Vincent, French singer, concert in Fall of '08</li> <li>4. German Film Showings</li> <li>5. Hispanic Film Festival</li> </ol>
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**III. FY2009 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT**

**A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats**

Current Strengths	Current Needs
Quality of faculty: international, diverse, highly motivated and dedicated.	Constant overloads reduce time for faculty to engage in service and scholarship.
Faculty expertise in diversity, cross-cultural understanding.	Need to insure that French courses will remain available as option for fulfilling General Education, B.A. and departmental requirements.
Faculty expertise in language translation and interpretation.	
Faculty expertise in distance education and the use of technology for language teaching.	Need part-time faculty to teach German so that advanced courses are available to majors and minors, allowing them to complete their program in a reasonable amount of time.
Spanish basic language courses available online. French I available online. French II and German I slated to be online by Spring '10.	
MLNG 112 also available online.	Need for another position in Spanish so that instructional needs can be met without

Committed and highly motivated majors and minors.	constant recourse to teaching overloads.
Department has been able to identify Chinese graduate students with teaching experience and good English skills to teach beginning Chinese courses.	Number of majors and number graduating seniors are below the Regents minimum.
<b>Future Opportunities</b>	<b>Future Threats</b>
Online version of beginning French courses underdevelopment.  Department seeks a qualified instructor to develop an online version of beginning German courses.  Create online versions of MLNG 112: Great Works in Translation for all three programs.  Offer IDS 333 courses dealing with Chinese language and culture on a regular basis.	Faculty are overextended and underpaid. Spanish faculty teach overloads frequently. German and French faculty have sole responsibility for their programs and much teach the entire program by themselves. This is leading to burnout and fewer contributions to scholarship and service.  French and German programs have difficulty retaining students because majors and minors cannot enroll in sufficient advanced courses to complete their program requirements in a reasonable amount of time.

**B. Opportunities for Improvement**

Long-Term Strategic Initiatives	Resources Required	Expected Result
Support subscription to WebCAPE exam	\$2000 to \$3000 per year	Provide nationally normed assessment information for basic language programs.  Track progress in language acquisition of minors and majors.

Provide release time funds so that one faculty member has a course reduction to take care of teacher education students and department assessment.	Seasonal funds for salary of part-time faculty to teach one five-hour beginning language course.	Efficient management of departmental assessment activities and adequate support for students in teacher education.
Develop a spring break study abroad experience and other summer study abroad options for Spanish students.	Costs will vary.	Advance linguistic competency and deepen cultural understanding. Expose students to other speakers of Spanish.
Support exchange program between FHSU and the University of Duisburg-Essen	\$4500 faculty salary \$1500 living expenses \$1300 airfare \$1300 per student to pay airfare	Advance linguistic competency and deepen cultural understanding. Expose students to other German teachers and speakers of German.
Complete revision of curriculum for minors and majors in all languages.	none	An updated curriculum that responds better to needs of students and teacher licensure requirements.

## IV. SUPPORTING MATERIALS

### A. Department Degree Program Affinity Diagram(s)

**Department of Modern Languages  
Affinity Diagram for Non-teaching Program**

Characteristics of Non-teaching Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p><b>KNOWLEDGABLE</b> Linguistic knowledge: proficiency in the target language (French, German, or Spanish).  Content knowledge: knowledge of the literary and cultural history of the target language</p>	<p>Goal – To achieve proficiency in the target language. Objective #1 To speak the language with sufficient proficiency to hold a conversation with a native speaker on everyday topics. Objective #2 To demonstrate ability to engage native speakers of the language in conversations on everyday topics, in university lectures on literature and culture. Objective #3 To know how to use reference works (dictionaries and grammars) to read and understand the target language on any subject that students can also understand in their native language. Objective #4</p>	<p><b>Language Courses</b></p> <ol style="list-style-type: none"> <li>1. Beginning Language I, II.</li> <li>2. Grammar and Composition</li> </ol>	<p><b>Department level</b></p> <p>Course exams and final projects, and alumni questionnaire as in affinity diagram for non-teaching program.</p> <p>Student portfolios documenting development in proficiency, content knowledge, and teaching competency.</p> <p>WebCAPE tests taken at end of Language II and again the semester before graduation.</p>	<p>Linguafolio identified as portfolio system. Training to begin in Fall '09</p> <p>68% met or exceeded national norm for Language I</p> <p>59% met or exceeded national norm for Language II</p> <p>86% of majors and minors met or exceeded norm for upper division language study</p>	<p>Proposal to add an intermediate course in French, German and Spanish. Awaiting administrative approval</p>

Characteristics of Non-teaching Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
	To know how to use reference works to write the target language with sufficient proficiency to communicate ideas on everyday topics, topics studied in university courses.				
<p><b>CONFIDENT/SATISFIED LEARNERS</b>            Student satisfaction with the major: study of the target language, literature, and culture is perceived as a relevant and useful learning experience.</p>	<p><b>Goal – To know the most important developments in the cultural history of the target language.</b>            Objective #1            To read selections from important works of all periods of the literature.            Objective #2            To recognize the movements, genres, and works studied in literary seminars.</p> <p><b>Goal – To know the most important developments in the cultural history of the target language.</b>            Objective #1            To synthesize cultural information gleaned in various language, literature, and culture courses.            Objective #2            To recognize the</p>	<p><b>Literature Courses</b></p> <ol style="list-style-type: none"> <li>1. Conversation and Reading I</li> <li>2. Survey of Literature I and II (In Spanish also Survey of Latin American Literature)</li> <li>3. Seminar in Literature.</li> </ol>	<p>Linguafolio portfolio system to be implemented in Fall of '09</p>		

Characteristics of Non-teaching Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
	cultural information presented in civilization courses.				
<p><b>EMPLOYABLE/SUCCESSFUL</b>                      Postgraduate activities: graduates succeed in careers demanding competency in the target language, literature, and/or culture.</p>	<p><b>Goal – To complete the major program successfully by obtaining linguistic and content knowledge as stated above.</b>  <b>Goal – To succeed in career requiring competence in the target language by obtaining appropriate employment, progressing in employment over time.</b></p>	<p><b>Culture Courses</b>                      1. Conversation and Reading II                      2. Civilization</p>	<p>Periodic program reviews according to Regents and University policies.</p>		

**Department of Modern Languages  
Affinity Diagram for Teaching Program**

<b>Characteristics of Teaching Program</b>	<b>Expected Learning Outcomes</b>	<b>Curriculum</b>	<b>Assessment Approach and Methods</b>	<b>Results</b>	<b>Curricular and/or Pedagogical Changes</b>
<p><b>KNOWLEGEABLE</b> Linguistic knowledge: proficiency in the target language (French, German, or Spanish). Content knowledge: knowledge of the literary and cultural history of their target language. Teaching knowledge: skill in how to teach the target language, literature, and culture.</p>	<p><b>Goal – to obtain knowledge necessary to teach the target language.</b></p> <p>Objective #1 To know the target language, literature, and culture. (see goals and objectives on affinity diagram for non-teaching program)</p>	<p>Language, literature, and culture courses as in the affinity diagram for the non-teaching program.</p>	<p><b>Department level</b></p> <p>Course exams and final projects, and alumni questionnaire as in affinity diagram for non-teaching program.</p> <p>Linguafolio portfolio system to be implemented in Fall of '09 to document development in proficiency, content knowledge, and teaching competency.</p> <p>WebCAPE tests taken at end of Language I and II and again the semester before graduation.</p>	<p>Alumni questionnaire to be sent out in Spring '08</p> <p>Linguafolio identified as portfolio system. Training to begin in Fall '09</p> <p>68% met or exceeded national norm for Language I</p> <p>59% met or exceeded national norm for Language II</p> <p>86% of majors and minors met or exceeded norm for upper division language study</p>	<p>Proposal to add an intermediate course in French, German and Spanish. Awaiting administrative approval</p>

Characteristics of Teaching Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p><b>CONFIDENT/SATISFIED LEARNERS</b></p> <p>Students satisfied with the major: study of the target language, literature, and culture is perceived as a relevant and useful learning experience.</p>	<p>Objective #2 To know the objectives of foreign language instruction.</p> <p>Objective #3 To be able to evaluate professional literature and apply research findings to foreign language teaching.</p>	<p><b>Foreign Language Education Courses</b></p> <p>1.Early Field experience: Foreign Language Education 2.Foreign Language 3.Teaching Methodology Teaching Internship</p>	<p><b>University level</b></p> <p>Periodic program reviews according to Regents and University Guidelines.</p>		
<p><b>EMPLOYABLE/SUCCESSFUL</b></p> <p>Postgraduate activities: graduates meet or exceed all Kansas standards for initial licensure to teach the target language. They obtain appropriate teaching positions, progress in career over time.</p>	<p>Objective #4 To be able to use specialized techniques for teaching foreign language.</p> <p>Objective #5 To know the relationship of foreign language study to other areas of the curriculum.</p>	<p><b>Professional Education Courses</b></p> <p>As required by State of Kansas, College of Education for initial teacher licensure</p>	<p><b>State and national level</b></p> <p>Content exam mandated by KSBE</p> <p>Periodic program reviews by outside agencies: KSBE and NCATE.</p>	<p>4 out of 6 students passed the exam in 2008-09</p>	

**B. Department Staffing Plan**

Department of Modern Languages Staffing Plan

College of Arts and Sciences  
 Department Staffing Plan and Assignments (Current)  
 Department of Modern Languages  
 Date: July 1, 2009

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Current Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birthdate)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Discipline/ Rank	% Above(Below) Nat'l Average	Peer Average For Discipline/ Rank	% Above(Below) Peer Average
Chair Generalist Spanish	Toft	Spanish - Peninsular Literature: Golden Age	7/29/49	1.0	Professor	PhD	Tenured	87933				
Generalist Spanish	Siegrist	Spanish - Medieval Literature, CALL	5/04/50	1.0	Asst. Professor	PhD	Tenured	44520				
Generalist German	Kempinski	German -		1.0	Asst. Professor	PhD	Tenure track	43973				
Generalist Spanish	Castañeda	Spanish – Latin American Literature/ Linguistics		1.0	Instructor	ABD	Tenure Track	43500				
Generalist Spanish	Espino-Bravo	Spanish - Peninsular 19 <sup>th</sup> Century		1.0	Asst. Professor	PhD	Tenure Track	44599				
Generalist French & Spanish	Patrick	French		1.0	Asst. Professor	PhD	Temp	36720				

Diversity Ratio = 1:6      Tenure Density = 5:6

## C. Bibliography of Departmental Scholarly Activity

### Papers

Castañeda, Rosa María. "The Portuguese Diaspora in Uruguay: The Sociolinguistic Distribution of Palatalization in Uruguayan Portuguese in Rivera, Uruguay." University of Lisbon, Portugal, October 2008.

Castañeda, Rosa María. "La evaluación de las lenguas extranjeras: modelos para la certificación del dominio del nivel del idioma." Fundación Comillas and Department of Education of Spain. May 2009.

Espino-Bravo, Conchita. "*Quiero vivir mi vida* (1931): La liberación de la mujer fuera del matrimonio, su sexualidad controlada y la visión científica de la época," Kentucky Foreign Language Conference. April, 2009.

Kempinski, Avi. "Literary Encounters." German Studies Association Annual Conference, October, 2008.

Kempinski, Avi. "Opa im Objektiv: Documenting German (Family) History through the Autobiographical Lens." German Studies Association Annual Conference, October, 2008.

Patrick, Robert. "Laughing at the Devil: The Comicity of Ruiz de Alarcón's El Anticristo," Kentucky Foreign Language Conference. April, 2009.

### Articles and Book Reviews

Espino-Bravo, Conchita. Review of Leandro Fernández de Moratín. **Apuntaciones sueltas de Inglaterra**. Ed. Ana Rodríguez Fischer in **The Eighteenth Century: A Current Bibliography** in 2009.

Espino-Bravo, Conchita. Review of María Victoria López-Cordón Cortezo. **Condición femenina y razón ilustrada. Josefa Amar y Borbón in The Eighteenth Century: A Current Bibliography** in 2009.

Kempinski, Avi. Editor of *Newsletter of the North American Heine Society*.

Toft, Evelyn. “Cecilia del Nacimiento: Mystic of the Second Generation of the Carmelite Reform” in **Hispanic Mysticism**, Ed. Hilaire Kallendorf. Brill, 2009.

#### D. Department Program Assessment Results

##### Summary of Assessment Results of Beginning Language I and II 2008-09\* using WebCAPE exam Language I

Upon entry into the course, our Language I students scored between 0 and 386. At the end of the semester 81% showed some improvement in proficiency. The average change in proficiency was +96 points. The average score was 222. 68% of students met or exceeded the score designated as appropriate for entry into Language II.

##### Language II

Upon completing a Language II class, the students scored between 104 and 743 with an average score of 268. At the end of the semester 67% showed some improvement in proficiency. The average change in proficiency was +53 points. 59% of students met or exceeded the score designated as appropriate for the entry into the next level.

**\*NOTE:** Language II scores refer only to Spanish classes, no scores were available for students of French and German at the end of the spring semester.

The data may be skewed by the fact that some instructors asked the students to take the test on their own time with the promise of extra credit for taking it. This may have given more incentive to students with lower achievement levels to take the test to improve their grade. This resulted in lower levels of participation and may have contributed to the lower scores. Only 188 of the 283 students enrolled took the exam.

The WebCAPE exam scores language proficiency on a scale of 0 – 867. 867 is a perfect score.

##### Upper division Spanish students

15 intermediate and upper division students took the exam with an average score of 583. 13 out of 15 scored above 400, the level of language proficiency needed to pursue upper division course work in Spanish.

