

1. Departmental mission and objectives

[REDACTED]

The National Foreign Language Center (www.nflc.org) has long recognized these international

competence as a national priority: since its inception, the Center's position has been that the global success of local export industries is dependent to a great extent on their ability to understand and communicate accurately with overseas markets. In some sectors, success in global competition requires residence in foreign countries for extended periods and interaction with a broad socioeconomic cross-section of society — not just with "gatekeepers" who may have some command of English. See www.wichita.edu/mcll → About → Mission.

- c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

MCLL thus embraces at once a humanistic, GenEd mission and a technical/professional, applied mission. Our programs enable students to understand the nature and structure of foreign languages, their interplay with other

disciplines, and the significance of transnational work of the institution.

Provide an overall description of your program (s) including a list of the measurable goals and objectives

of the program (s) (programmatic). Have they changed since the last review?

Yes No

Assessment Plans for Measuring the Goals of the Undergraduate Major:

Modern language majors submit a substantive writing sample in the target language on a cultural, historical, or

literary subject. Classical language

evaluated for mechanical accuracy and for knowledge of literature and methods of literary analysis. Modern language majors demonstrate spoken-language proficiency, sociolinguistic ability, cultural knowledge, insight, and values through the ACTFL Oral Proficiency Interview. Students are interviewed several times. This prerequisite for Teaching Certification is arranged through Advanced Conversation classes.

The Bachelor of Arts degree program consists of highly

During the previous review cycle the MA in Spanish received favorable comments and was evaluated as exceeding expectations in every category. We plan to increase the number of applicants for admission to the MA in Spanish by continuously updating information on the recently established MCLL website.

comprehensive overview of the program and includes detailed descriptions and information regarding admission and degree requirements, exam formats and content, GTA appointments, and graduate course offerings each semester. All undergraduate Spanish majors receive a copy of the informational brochure for the MA program. This recruitment endeavor is a joint effort between our Graduate and Undergraduate Coordinators. In cooperation with the Registrar's Office, MCLL is prepared to track all majors using the CAPP degree audit system. Of course the department continues to maintain an appropriate response rate to any and all inquiries coming in via the Graduate School. In view of the recruitment efforts outlined above together with University-wide initiatives in the area of retention, we expect to exceed the Regents' minima and remain above the threshold in terms of majors as well as graduates.

Objectives:

3. The outcomes of Objective 4 above are measured by Spanish graduate faculty visits to the classrooms of all teaching assistants. These classes are evaluated twice each semester. A follow-up meeting with the Spanish Language Coordinator

member with the teaching assistant includes suggestions for improvement. Teaching assistants also receive careful mentoring on a continuing basis by the Spanish Language Coordinator. In addition, the Graduate Coordinator regularly

meets with teaching assistants.

Of the twelve full-time faculty members currently employed in our department, ten are assigned (or contribute in specific ways) to the BA and MA programs in Modern & Classical Languages. Of these latter, seven have academic rank (= four tenured & three probationary); one is an Instructor/Language Lab Director with a PhD; two more are Fairmount

Lecturers/Deans/Adjuncts/Visiting Professors/Visiting Scholars

Spanish Language Coordinator who masters CMA/_____

high percentage of generated credit hours as compared to a relatively low percentage of instructional expense demonstrates cost effectiveness in terms of teaching expenditures.

The OPA data show that MCLL generated, for example as a five-year rolling average between 2009-13, annual credit

[REDACTED]

11). Equivalent annual credit hour levels have been sustained, however, with substantially fewer faculty members. As a result, the department has become more cost effective with respect to the ratio of overall SCH to professorial faculty

[REDACTED]

Analysis: Determines the extent to which learning outcomes are being achieved and the extent to which

[REDACTED]

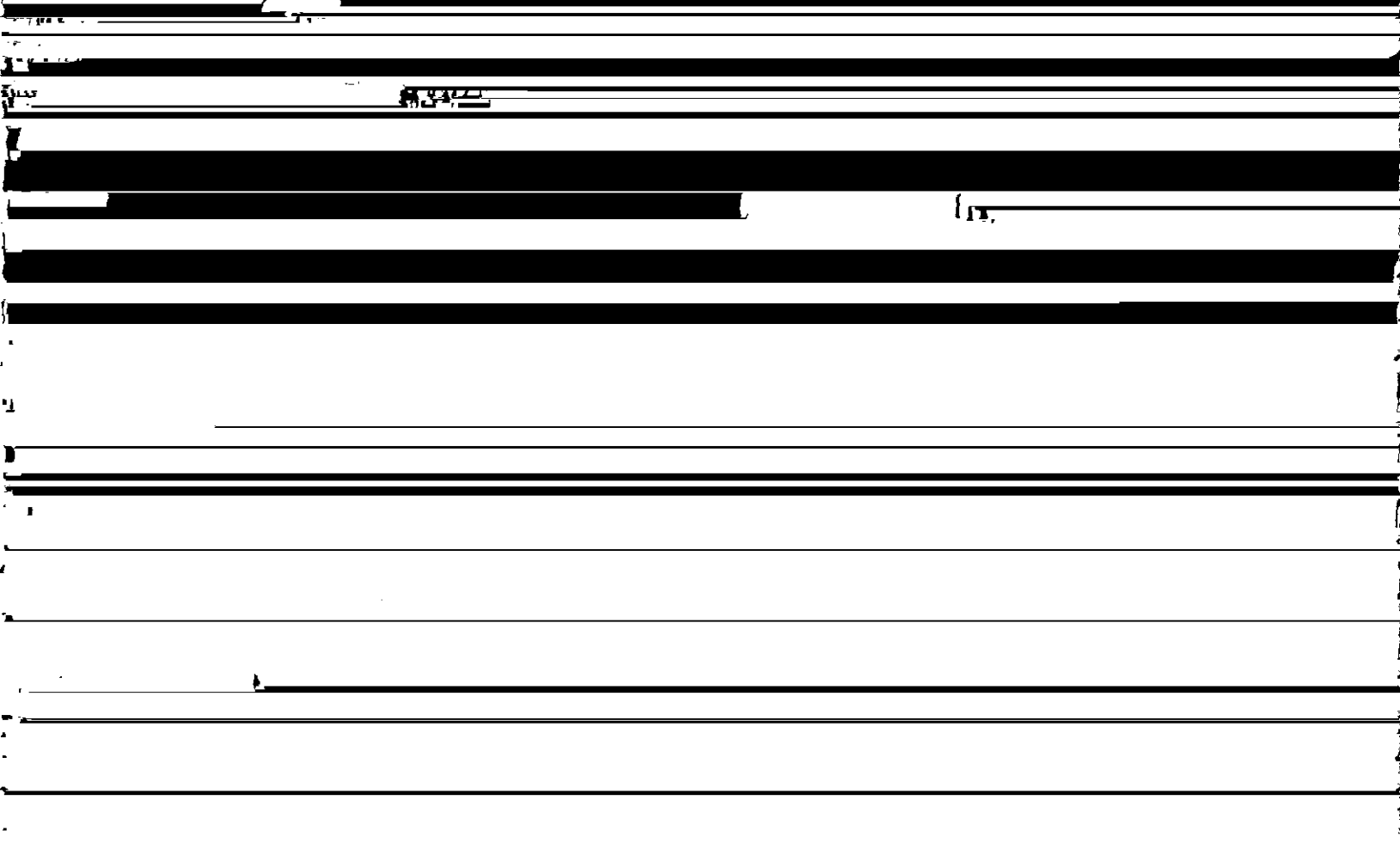
... applications of ...

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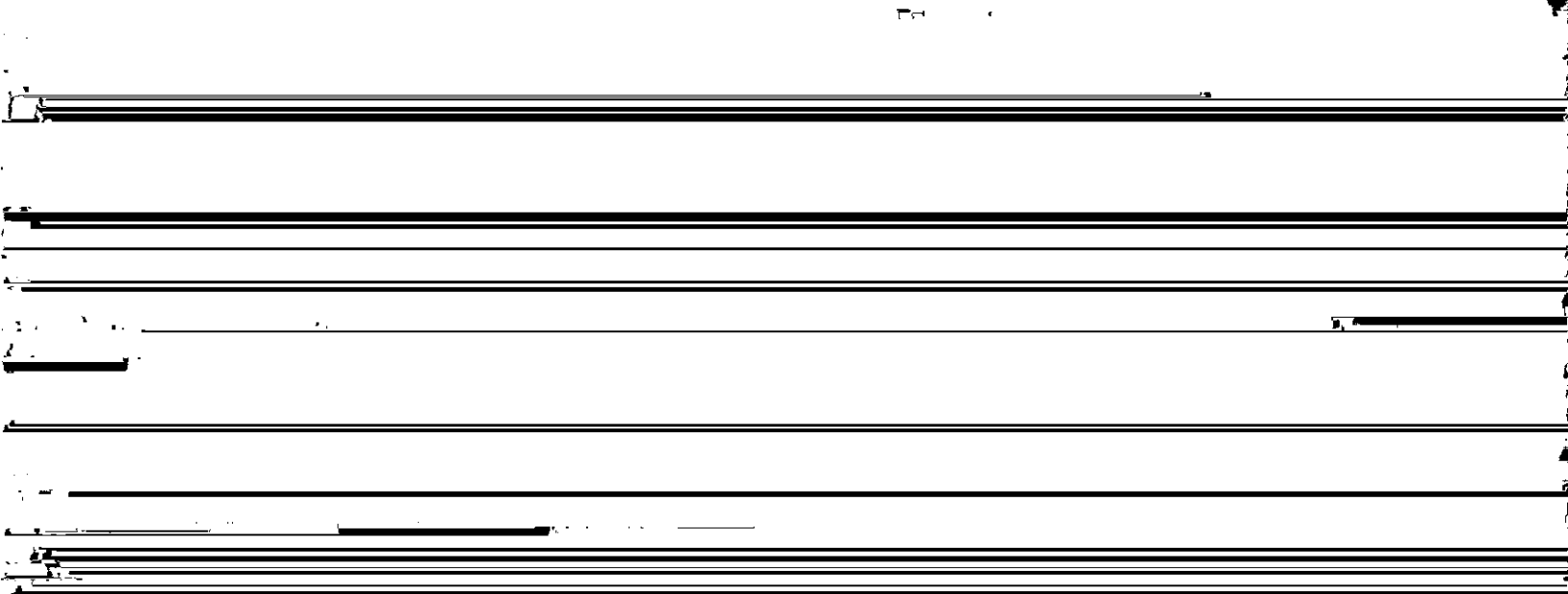
1,2,3	Writing samples collected in Advanced literature & civilization courses.		
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e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020*

Foundation Skills are assessed in undergraduate courses. (Section 15)



Outcomes: o Have acquired knowledge in the arts, humanities, and natural	Results	
	Majors	Non-Majors



a given year with the RA in Modern P. Classical Language

[The remainder of the page is heavily obscured by horizontal black bars, likely representing redacted text or a scanning artifact.]

Several are in law school; one has gone on to do advanced study in translation; others are pursuing MBA degrees with an international focus or MALS degrees involving areas such as Philosophy, Anthropology, and Political Science.

MCI programs provide practical experience for MAAs, MBAs, and MALS students.

translators or work in other sectors of the international arena. We also provide intellectual, cultural, and motivational activities for teachers and students of local and regional middle schools, secondary schools, and colleges. Many of our

reflect the fact that elementary and intermediate language courses used by LAS majors to satisfy the Foreign Language

Graduation Requirement account for most of our credit hours. An overwhelming proportion of those SCH (as mentioned in § 2) are generated by GTAs & adjuncts at relatively low cost to the institution. At the same time, of course, MCLL thus provides a necessary service to LAS and programs in other Colleges where world language proficiency is a requirement.

classroom instruction delivering advanced content courses toward fulfillment of our Gen Ed, applied, and teacher training missions.

and Chile), and the Andean territory. MCLL plans to join forces with colleagues in Political Science and Anthropology whose specializations involve Guatemala and Mexico.

offerings: intermediate language courses and languages for the professions, particularly *translation*. Experimental courses in these latter areas offered recently in traditional format had high enrollments, with waiting lists. This area stands to make the greatest impact on our programs in terms of revenue generation: one might refer to this initiative as the future for world language majors and minors at WSU. Specifically, MCLL will request authorization to conduct searches for tenure-stream faculty in French and Spanish with demonstrated expertise in the delivery of online courses

Appendix 1

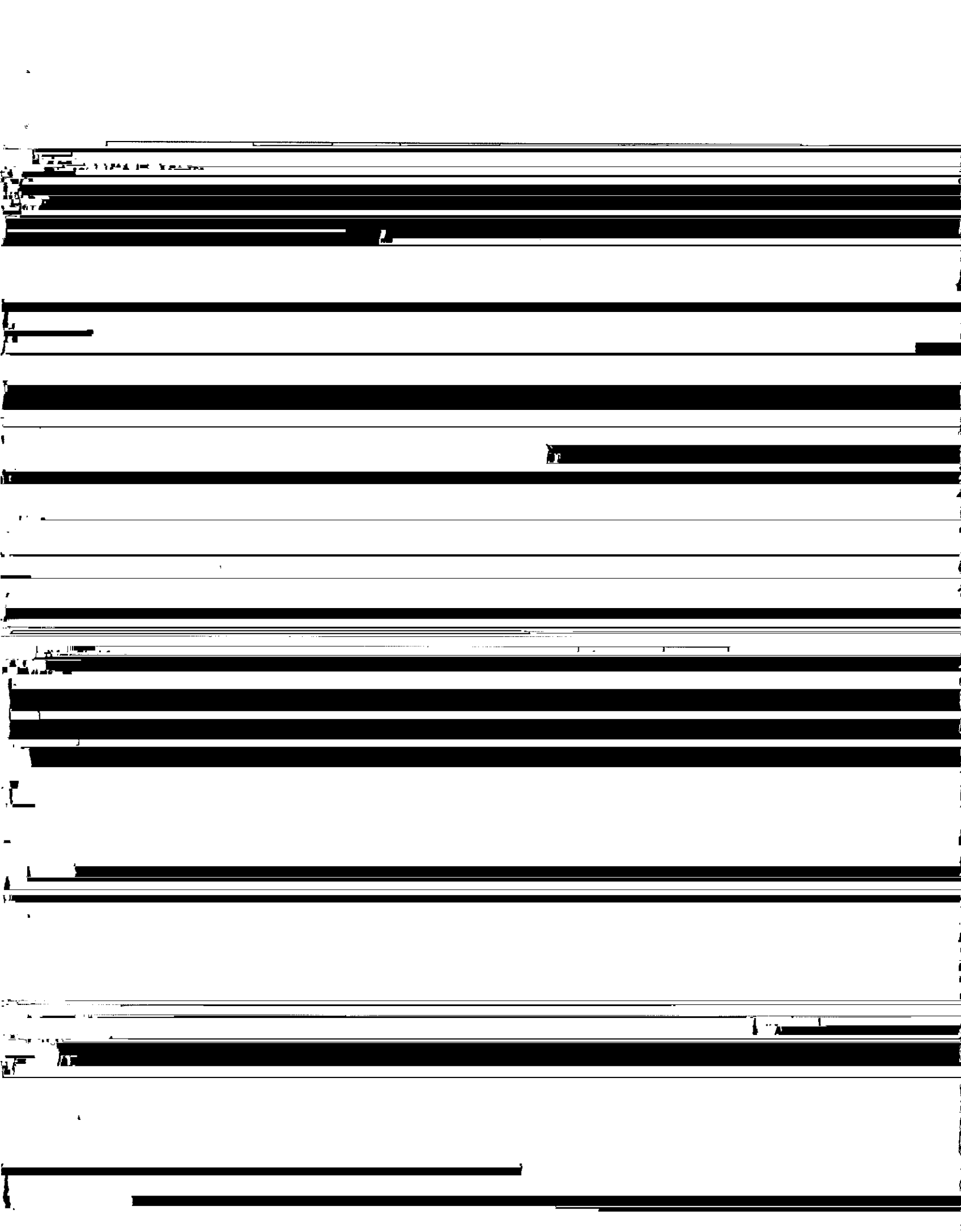
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Goals, Objectives, and Current Data

GOAL #1 Language Proficiency. Students of French and Spanish will be able to function in a culturally

will acquire instructional competencies for teaching all of the language skills plus literature and cultural knowledge and awareness

Objective #1: Candidates will be able to demonstrate...



Superior	<u>10</u>	Topic treated abstractly as well as concretely; involves hypotheses	Well-developed ideas, arguments through extended discourse	Effective expression throughout	Control of all structures	No patterns of error
		search	major form	clarity	forms, alternatives, variety used	

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Table 6: Pro
Student Class

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Table 7: Degi

Degree level:

note: includes

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Table 10: Sa

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WSU Program Review A

Tables 11 through Table 15 provide
Table 11: Applications, Admits and

Student level:
Undergraduates:

Applicant
Admitted
Census de

Graduates:
Applicant
Admitted
Census de
note: unduplicated count as last rec

Table 12: Percent Under-represen

Student level:

University level

Freshmen & Sophomore
Juniors & Seniors

Master
Doctor

College division level

Freshmen & Sophomore
Juniors & Seniors

Master
Doctor

Program level

Freshmen & Sophomore
Juniors & Seniors

Master
Doctor

note: includes all active program ma

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Table 14: P

Degree level

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Table 15: R

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WSU Program Review Apper

Table 6: Program Majors (including dou

Student Class	Total
freshmen	
sophomore	
junior	
senior	
masters	
post masters	
doctoral	
other	

note: majors include all active program mat
KBOR minima 25 UG, 20 GR masters and 5

Table 7: Degree Production by Fiscal Ye

Degree level:	Total
Doctoral	
Masters	
Bachelor	
Associate	

note: includes all active program matching

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WSU Program F

Table 13: Race/Ethnic

Student level:

Freshmen & Sophomore

white
 black
 hispanic
 american indian/e
 asian

Juniors & Seniors Total

white
 black
 hispanic
 american indian/e
 asian

Master Total

white
 black
 hispanic
 american indian/e
 asian

Doctoral Total

white
 black
 hispanic
 american indian/e
 asian

note: Includes all active

WSU F

Table 14:

Degree level

note: inclu

Table 15:

Degree level

Doctoral

amer

Masters

amer

(Table conti

WSU Program Review Api

(Table 15 continued)

Degree level:

Bachelor Total

white non-hispanic
 black non-hispanic
 hispanic
 asian non-hispanic
 american indian/alaskan native
 foreign
 hawaiian
 multiple race
 unknown

Associate Total

white non-hispanic
 black non-hispanic
 hispanic
 asian non-hispanic
 american indian/alaskan native
 foreign
 hawaiian
 multiple race
 unknown

note: includes all active program matric

Tables 16 provides data for Section 5
 Table 16: Department Student Credit

Major & student level:

Total
 Program UG majors
 Program GR majors
 Non-program majors
 Total
 Program UG major
 Program GR major
 Non-program majors

note: program majors includes all active



U.S. DEPARTMENT OF LABOR

Interpreters and Translators

Summary

Foreign language skills provide sharp edge in the job market

By IBTimes Staff Reporter on January 22 2011 4:00 AM

Job seekers with bilingual skills could look forward to a profusion of opportunities in the coming year, according to various reports and

As the globalisation of business and populations grows increasingly omnidirectional, the need for

... to learn, the rise of China as an economic power has thrust Mandarin into the limelight. "It

... start learning language." ...