Department of Modern Languages
Annual Assessment Update
15 September 2012

a.

c. Closing the loop and based on the calibration of our grades, the department examined and analyzed the articulation among Modern Language upper-division courses to put the content into sequence.

3. Closing the Loop:

   a. As a result of our research this summer, we have proposed revising the original departmental benchmark tentatively established in the 2009 report. The revised benchmark (and the original) are included in Appendix [E].

   b. Because Dr. Docter has only recently returned from her sabbatical, our department still needs to spend time collectively interpreting the

During the last seve

Appendix B:

- Register, style, and vocabulary are appropriate to purpose, audience, genre, medium, i.e. the overall rhetorical situation
- Sentence-level stylistics are at an appropriate level of sophistication for level of course
- Clear transitions between sentences, variety of sentence structure and vocabulary, lack of unnecessary repetition

Mechanics & Grammar:

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Nombre _____

Español 104: Fall 2011

CRITERIA	Highly Competent *Meets all criteria fully and at a high level*	Competent *Meets all or most criteria; some may be*

Development:

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Appendix E

Benchmarks (World Christians/ IDI)

above, both the WIM (M = 91.02,0 tSÐ 13.96) and non-WIM groups (M = 92.81,0 tSD = 10.89) started with a developmental orientation of minimization.

(b) Gender:

Did a relationship exist between gender and intercultural sensitivity? Table 1 provides the results of paired-sample t-tests, which indicate that neither the scores of male nor female participants in the non-WIM programs experienced a significant difference from pre- to post-test. For male non-WIM students, participation in study abroad actually had a moderately negative effect on their post-test scores; while

		Mean	

Table 2: Duration of Residence in Another Culture and

Mean Pre and Post Developmental Or ientation Scores: Paired Samples

Table 5:

Table 6: Direction of Changes in Developmental Orientation from Pre-to Post-Test: WIM and non-WIM Participants