

## Cover Sheet

### Self-Study Report

1. Name of program: Modern Languages
2. Name of program Chair: Cristina Ortiz
3. Date of last program review: 2009
4. Date Self Study Report approved by Program Executive Committee:

#### Section A. Mission Statement and Program Description

##### Mission Statement for Modern Languages:

The Modern Languages Program shares the mission of the Humanistic Studies program of which it is a part. All aspects of the program promote the acquisition of communication skills, the ability to closely analyze complex texts and ideas, knowledge of a broad spectrum of world cultures and sensitivity to values and socio-cultural issues. The Program supports the UW-Green Bay Core/Select Mission and the Guiding Principles in the following ways:

The Modern Languages Program integrates a variety of disciplinary and interdisciplinary fields in the curriculum including literature, film studies, history, philosophy, fine arts, phonetics, linguistics, cultural and ethnic studies, and international studies. The Program offers regular majors and minors and teaching major and minors in French, German and Spanish, and courses in other languages, such as, Arabic, Chinese, Hmong and Japanese (through an exchange program with Saint Norbert College) and contributes courses to General Education, Humanistic Studies, English, Education, Global Studies, International Business, and the Outreach, International Education, First Year Seminars, GPS and Extended Degree programs.

The Modern Languages faculty uses innovative teaching methods and integrates technology in a number of ways, including web-enhanced and on-line courses. The language faculty has implemented much of the latest research in proficiency pedagogy and intensive language learning. The language program has extensive ties to the community and meets regional needs in a number of ways. Faculty and students regularly serve as consultants, translators and interpreters for individuals and businesses. The Program addresses the needs of non-traditional students and community members through outreach and evening courses, travel courses, lectures and cultural events (film series, plays, music concerts, academic lectures etc), provides service and enrichment to high schools (student-teacher supervision, cultural events, organizing or judging academic competitions etc) and organizes internships and partnerships programs, maintains contact with Green Bay Public Schools. The literary and cultural studies components of language programs include the study of literature, social issues, value conflicts and problem resolutions, impacting countries in five continents. Students are introduced in their study of events and texts to regional and global issues including racism, majority/minority relations and other conflict issues. The Modern Languages curriculum challenges students to think critically through the study and discussion of ethnic and cross-cultural issues, and through their training in close textual analysis. The program improves communication

skills in the students' first and second languages, introduces students to a great diversity of thought and global experience, and sensitizes them to the notion of cultural relativity.

Modern Language faculty regularly participate in local, national, and international conferences, publishes in premier venues of their fields, and engage in ongoing studies of critical areas of their disciplines to expand their knowledge as well as their curriculum. The faculty in the Modern Languages program actively cultivate partnerships with other programs at UW-Green Bay and within the system, and with national and international communities.

Faculty in Modern Languages serve as advisors of underrepresented ethnic groups, work closely with the American Intercultural Center and the International Education Office, and participate in campus diversity initiatives such as cultural awareness programming, personal and cultural support and advocacy for students of different cultural origins, and alumni involvement.

### **Major Modern Language Program curricular strengths:**

The establishment of a new International Environmental Studies Minor in collaboration with Natural and Applied Sciences Department, the expansion of study abroad and internship opportunities for language students (Argentina, Chile and Germany), and the growth of foreign language offerings (Chinese). In addition, Modern Languages continues to hold an annual ceremony to present the Modern Language Award in Academic Excellence and Modern Language Award in Community Service to honor outstanding students in French, German and Spanish. The Language Resource Center and Language Clubs continue to be supervised by language faculty.

**Major areas in need of attention in the Modern Language Program** continue to be staffing needs in French and Spanish, which are explained in more detail in the following individual self-study documents.

## **French Self Study Report**

### **Section A. Mission Statement and Program Description**

#### Mission Statement:

The Spanish, French and German Academic Programs share the same Modern Languages Mission Statement (above). They also share the mission of the Humanistic Studies Unit in which they are housed.

#### Program strengths

UW-Green Bay currently offers only a French minor, which is sustained with no permanent faculty. This situation has had a direct impact on our ability to attract and retain students. However, Modern Language faculty have stepped up and have taken on new responsibilities such as student advising and the promotion and coordination of the French program in order to ensure that at least the minor continues to be offered. Despite the lack of a full time faculty member, formative and summative assessment measures demonstrate that the French majors continue to meet or, in some cases, exceed the program's learning outcomes and linguistic and cultural benchmarks. Exit interviews also indicate that the students value the small class-size,

the personal attention and the quality of the instruction they continue to get in the French program. However, in conversation with faculty some students have expressed interest in organizing efforts to ensure more support from the University for their program.

In addition to offering two courses per semester, the French program offers French students the possibility to participate in a variety of abroad programs. Moreover, every semester French students from UW-Green Bay exchange program in Bordeaux are hired as program assistants to conduct tutoring sessions and conversation tables for French students. The presence of the French international students as assistants at the French conversation table increases the diversity and social engagement aspects of this extracurricular effort. There is an active French Club that meets periodically to discuss films, literature, play French language games and create social activities and a sense of community among students.

#### Areas in Need of Attention:

The most obvious need for the French program is a full-time faculty member with the appropriate level of expertise and initiative, someone engaged in the discipline and profession regionally and nationally, who can offer a variety of courses regularly, attract students, and coordinate all the efforts of the program, including community outreach. Currently, with the existing resources, only two upper-level courses are offered every semester to serve the remaining majors and the minor students. However, it is essential to build more courses at the lower-level as a pipeline to channel students into the program upper-level courses. In addition, French students often express their desire for a greater variety of upper-level courses. Clearly, the lack of faculty teaching the introductory sequence can be directly linked to the drop in retention. Another added necessity for having at least one full-time faculty is to strengthen the area of advising, assessment and appropriate student placement.

Despite having no full-time faculty member, student satisfaction with the program remains strong. As an official language across the globe and the lingua franca of many other francophone areas, French is one of the premier languages spoken worldwide and it plays a particularly important role in the history of northeast Wisconsin as well as in international trade and business. The French program is a vital part of any Modern Languages Program and institution, it contributes to community engagement and the internationalization of the general curriculum. There can be no doubt that a university without a French Major weakens the academic profile of the languages program as well as that of the institution as a whole. The French program deserves the faculty support described above.

### **Section B. Student Learning Outcomes Assessment.**

#### Student Learning Outcomes

Students majoring in French will:

1. develop the ability to speak standard French at the ACTFL (American Council of Teachers of Foreign Languages) intermediate-high level.
2. develop the ability to comprehend clearly articulated conversations on everyday topics in standard French at the ACTFL advanced level.
3. develop the ability to read non-technical prose at the ACTFL advanced level.
4. develop the ability to write about non-technical topics at the advanced ACTFL level.

5. demonstrate knowledge at the ACTFL intermediate-high level of basic features of contemporary French-speaking cultures. They will demonstrate interdisciplinary knowledge of literature, art, music and many other aspects of these cultures
6. know selected great works of French-language literature and have a sense of their place in literary history. They will develop critical thinking skills in so doing.
7. be able to research literary and cultural topics (interdisciplinarity; diversity; critical thinking) and report findings.
8. obtain skills to help them qualify for professional work in various areas such as teaching, positions in business appropriate to students in the Humanities, as well as graduate school. Critical thinking, problem-based approaches.
9. reflect on the social values of the francophone culture(s) they are studying and be able to draw reasoned comparisons to their own culture on topics important to the culture(s) being studied. Interdisciplinarity, problem-based focus, critical thinking, diversity and engaged citizenship.

#### Assessment Methods.

Performance in the above stated areas is measured primarily through tests (writing, grammar, vocabulary etc), essays (writing skills, analytical skills), and frequent oral examinations (listening, comprehension and speaking abilities) which are part of every French course. There is an on-going assessment embedded in the courses that addresses both content and skills acquisition.

In addition, students wanting to become student-teachers have to meet additional requirements established by the Department of Public Instruction. As such, they are required to pass an Oral Proficiency Exam at the advance-mid or advance-high level (ACTFL) after the completion of their coursework and prior to being approved to student teach. They must also prove participation in an immersion (study-abroad) experience.

Program surveys continue to be conducted to see what the students see as program areas of strength or areas in need of improvement.

#### Summary of results.

All the current French majors exceed the learning outcome for reading comprehension, all of them reaching the superior level (ACTFL). They also exceed program learning outcomes in the area of speaking. While the learning outcome for the program is that students develop the ability to communicate orally in French at the intermediate high level (ACTFL), the current majors demonstrate an advanced low ability. In terms of listening comprehension, 2/3 of the majors exceed the established learning outcome by one level and 1/3 exceeds this learning outcome by two levels.

Uses of Results. Describe and provide specific examples of how you have used the assessment results to guide program planning and decision-making.

As stated above, assessment results and performance indicators suggest that students are meeting and exceeding learning outcomes. In fact, is remarkable that the students are developing their communicative competences in French so well under the current programmatic circumstances. These excellent results indicate that if a full-time position were to be allocated to French as to re-build the program from the lower level courses up, this level of academic excellence could potentially reach more students.

### Section D. Program Enrollment Trends and Analysis.

What follows is institutional data on the French program. As the graphic below clearly indicates the program has been in a continuous decline since the only tenured faculty left the university. The demographic information shows that the program has not only lost its only full-time faculty member, but the diversity of its student population as well. It requires a full-time committed faculty to develop initiatives to attract a greater variety of students into a program. For that reason, Modern Languages faculty are confident that, should a full-time faculty be allocated into the program, the current imbalances of the student population will be corrected, as it happened in the past.

#### Demographic Minors, past five years

Type=Major Plan\_Title=French and Francophone Studies

	Students				
	Fall				
	2012	2013	2014	2015	2016
<b>All</b>	12	7	9	5	3
<b>Class</b>					
1-Freshman	.	.	.	.	2
2-Sophomore	5	1	1	.	.
3-Junior	1	5	4	1	.
4-Senior	6	1	4	4	1
<b>Enrollment_Status</b>					
Full-time	11	7	8	5	3
Part-time	1	.	1	.	.
<b>Gender</b>					
Female	8	5	6	3	3
Male	4	2	3	2	.
<b>Age_Category</b>					
1. Under 25	12	7	8	4	3
2. 25 to 29	.	.	1	1	.
<b>Background</b>					
1. African American	.	.	1	1	.
7. White	11	6	8	4	3
8. Two or More	1	1	.	.	.

### Section E. Program's Vision for Future Development.

Right now the most urgent need looking into the future of the French program is a full-time faculty member capable of coordinating course offerings, providing academic advising and mentoring, promoting extra-curricular events and tending to all the other activities related to the vibrancy of a language program. French continues to be taught at the local and regional schools and many of the high school students make college selections based on the availability of major programs, including language programs. While not nearly as attractive as a major program in French, actively promoting at least a

strong French minor will result in attracting more students to UW-Green Bay. Moreover, in order to continue educating future French teachers, UW-Green Bay needs to have a full-time faculty who can offer the courses for the teaching certification, who can foster and maintain strong connections with the local French teachers and collaborate with UW-Green Bay College for Credit in High School program.

### Section F. Summary and Concluding Statement

A full time faculty member is needed to maintain the French program, its vitality and function in within the institution.

### Section G. Required Attachments

G.1.

## Academic Plan: French

Institutional Research - Run date: 23FEB2016

	Fall Headcounts						
	2009	2010	2011	2012	2013	2014	2015
<b>Declared Majors, end of term</b>	25	17	17	12	7	9	5
<b>Declared Minors, end of term</b>	36	43	33	35	20	21	11

	Fall Declared Majors - Characteristics													
	2009		2010		2011		2012		2013		2014		2015	
<b>Female</b>	2	84%	1	76%	1	76%	8	67%	5	71%	6	67%	3	60%
<b>Minority</b>	2	8%	1	6%	1	6%	1	8%	1	14%	1	11%	1	20%
<b>Age 26 or older</b>	1	4%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Location of HS:</b>	3	12%	3	18%	6	35%	3	25%	1	14%	1	11%	0	0%

	Fall Declared Majors - Characteristics													
	2009		2010		2011		2012		2013		2014		2015	
<b>Brown County</b>														
<b>Location of HS: Wisconsin</b>	23	92%	17	100%	17	100%	12	100%	7	100%	9	100%	5	100%
<b>Attending Full Time</b>	23	92%	17	100%	13	76%	11	92%	7	100%	8	89%	5	100%
<b>Freshmen</b>	3	12%	1	6%	2	12%	0	0%	0	0%	0	0%	0	0%
<b>Sophomores</b>	6	24%	5	29%	2	12%	5	42%	1	14%	1	11%	0	0%
<b>Juniors</b>	6	24%	4	24%	6	35%	1	8%	5	71%	4	44%	1	20%
<b>Seniors</b>	10	40%	7	41%	7	41%	6	50%	1	14%	4	44%	4	80%

	Fall Declared Majors - Characteristics						
	2009	2010	2011	2012	2013	2014	2015
<b>Average HS Cumulative G.P.A.</b>	3.35	3.35	3.36	3.29	3.22	3.26	3.29
<b>Average ACT Composite Score</b>	23.7	24.8	24.3	24.2	23.8	23.2	23.8
<b>Average ACT Reading Score</b>	25.3	26.0	25.7	25.6	25.7	24.4	25.0
<b>Average ACT English Score</b>	24.0	25.1	25.4	24.7	24.3	24.2	23.8
<b>Average ACT Math Score</b>	22.1	23.8	22.8	23.1	22.2	22.0	23.3
<b>Average ACT Science Score</b>	23.2	23.6	23.1	22.9	23.2	23.8	25.0

## Academic Plan: French

Institutional Research - Run date: 23FEB2016

	Fall Declared Majors - Characteristics						
	2009	2010	2011	2012	2013	2014	2015
<b>Percent started as Freshmen</b>	60%	65%	65%	83%	71%	44%	80%
<b>Percent started as Transfers</b>	40%	35%	35%	17%	29%	56%	20%
<b>Percent with prior AA degree</b>	8%	12%	6%	0%	0%	11%	20%
<b>Percent with prior BA degree</b>	4%	6%	18%	8%	14%	11%	0%

	Calendar Year Headcounts						
	2009	2010	2011	2012	2013	2014	2015
<b>Graduated Majors (May, Aug. &amp; Dec.)</b>	2	5	4	2	3	.	3
<b>Graduated Minors (May, Aug. &amp; Dec.)</b>	4	3	6	6	7	8	7

	Characteristics of Graduated Majors													
	2009		2010		2011		2012		2013		2014		2015	
<b>Graduates who are... Women</b>	1	50%	5	100%	4	100%	1	50%	3	100%	.	.	2	67%
<b>... Students of Color</b>	0	0%	0	0%	1	25%	0	0%	0	0%	.	.	0	0%

	Characteristics of Graduated Majors													
	2009		2010		2011		2012		2013		2014		2015	
<b>... Over 26 Years Old</b>	1	50%	1	20%	0	0%	0	0%	0	0%	.	.	0	0%
<b>Graduates earning Degree Honors</b>	2	100%	1	20%	1	25%	0	0%	2	67%	.	.	2	67%

	Characteristics of Graduated Majors						
	2009	2010	2011	2012	2013	2014	2015
<b>Average Credits Completed Anywhere</b>	172	152	146	143	166	.	146
<b>Average Credits Completed at UWGB</b>	116	124	99	139	143	.	130
<b>Average Cum GPA for Graduates</b>	3.77	3.37	3.17	2.61	3.59	.	3.55

## Academic Subject: FRENCH

Institutional Research - Run date: 23FEB2016

			Headcount Enrollments, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
<b>Lectures</b>	<b>1-Lower</b>	<b>1-Spring</b>	30	24	33	22	18	25	17
		<b>3-Fall</b>	64	65	48	50	36	38	13

			Headcount Enrollments, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
	All		94	89	81	72	54	63	30
	2-Upper	1-Spring	38	51	26	31	36	10	25
		3-Fall	27	23	16	17	19	17	7
		All	65	74	42	48	55	27	32
	All		159	163	123	120	109	90	62
IST/FEX	1-Lower	1-Spring	.	.	.	.	.	.	.
		3-Fall	.	.	.	.	.	.	.
		All	.	.	.	.	.	.	.
	2-Upper	1-Spring	3	.	.	5	1	.	1
		3-Fall	3	.	1	3	.	.	3
		All	6	.	1	8	1	.	4
	All		6	.	1	8	1	.	4
All		165	163	124	128	110	90	66	

## Academic Subject: FRENCH

Institutional Research - Run date: 23FEB2016

			Student Credit Hours, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	100	84	116	74	56	82	59

			Student Credit Hours, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
		3-Fall	216	222	153	168	122	131	39
		All	316	306	269	242	178	213	98
	2-Upper	1-Spring	114	153	78	93	108	30	75
		3-Fall	81	69	48	51	57	51	21
		All	195	222	126	144	165	81	96
	All		511	528	395	386	343	294	194
	IST/FEX	1-Lower	1-Spring	.	.	.	.	.	.
3-Fall			.	.	.	.	.	.	.
All			.	.	.	.	.	.	.
2-Upper		1-Spring	5	.	.	13	3	.	3
		3-Fall	7	.	3	6	.	.	9
		All	12	.	3	19	3	.	12
All			12	.	3	19	3	.	12

## Academic Subject: FRENCH

Institutional Research - Run date: 23FEB2016

			Lectures and Lab/Discussion Sections (#)						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	2	2	2	2	3	3	2
		3-Fall	3	3	3	3	3	3	1

			Lectures and Lab/Discussion Sections (#)						
			2009	2010	2011	2012	2013	2014	2015
	All		5	5	5	5	6	6	3
	2-Upper	1-Spring	3	3	3	3	3	2	2
		3-Fall	2	2	2	2	2	1	1
		All	5	5	5	5	5	3	3
	All		10	10	10	10	11	9	6
All		10	10	10	10	11	9	6	

## Academic Subject: FRENCH

Institutional Research - Run date: 23FEB2016

			Average Section Size of Lectures						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	15.0	12.0	16.5	11.0	6.0	8.3	8.5
		3-Fall	21.3	21.7	16.0	16.7	12.0	12.7	13.0
		All	18.8	17.8	16.2	14.4	9.0	10.5	10.0
	2-Upper	1-Spring	12.7	17.0	8.7	10.3	12.0	5.0	12.5
		3-Fall	13.5	11.5	8.0	8.5	9.5	17.0	7.0
		All	13.0	14.8	8.4	9.6	11.0	9.0	10.7
	All		15.9	16.3	12.3	12.0	9.9	10.0	10.3

	Unique Lecture Courses Delivered in Past Four Years						
	2009	2010	2011	2012	2013	2014	2015
<b>1-Lower</b>	5	5	5	5	6	6	6
<b>2-Upper</b>	8	8	8	8	9	9	9

	General Education as a Percent of all Credits in Lectures						
	2009	2010	2011	2012	2013	2014	2015
<b>1-Lower</b>	43%	28%	39%	43%	24%	49%	67%
<b>2-Upper</b>	100%	100%	100%	100%	100%	100%	100%

## Budgetary Unit: HUS

Institutional Research - Run date: 23FEB2016

	Instructional Staff Headcounts and FTEs						
	2009	2010	2011	2012	2013	2014	2015
<b>Full Professors (FT)</b>	1	0	2	2	5	4	4
<b>Associate Professors (FT)</b>	15	13	14	14	12	15	12
<b>Assistant Professors (FT)</b>	6	7	7	7	6	3	2
<b>Instructors and Lecturers (FT)</b>	1	4	2	2	3	2	4
<b>Total Full-time Instructional Staff</b>	23	24	25	25	26	24	22
<b>Part-time Instructional Staff</b>	8	14	14	.	.	.	.
<b>FTE of Part-time Faculty</b>	2.5	2.8	2.8	.	.	.	.

	Instructional Staff Headcounts and FTEs						
	2009	2010	2011	2012	2013	2014	2015
<b>Total Instructional FTE</b>	25.5	26.8	27.8	.	.	.	.

	Student Credit Hours per Faculty FTE						
	2009	2010	2011	2012	2013	2014	2015
<b>SCH per Full-time Faculty FTE</b>	364	342	337	.	.	.	.
<b>SCH per Part-time Faculty FTE</b>	1294	1077	955	.	.	.	.
<b>SCH per Faculty FTE</b>	430	419	390	.	.	.	.

**Graduating Senior Survey:  
2011, 2012, 2013, 2014 & 2015**

	Graduation Year	French	UWGB Overall
<b>Graduates:</b>	2011	3	1185
	2012	2	1293
	2013	2	1229
	2014	0	1233
	2015	3	1250
<b>Response Rate*</b>	2011-2015	4/10 (40%)	2805/6190 (45%)

\* Note: % response misses double-majors who choose to report on their other major.

**Table 1: Rating the MAJOR**  
(A = 4, B = 3.0, etc.)

	Unit of Analysis	2011-2015						
		N	mean	A	B	C	D	F
Clarity of major requirements	FREN	4	3.3	50%	25%	25%	0%	0%
	UWGB	2800	3.5	59%	33%	6%	1%	1%
Reasonableness of major requirements	FREN	4	3.0	25%	50%	25%	0%	0%
	UWGB	2793	3.5	58%	34%	6%	1%	1%
Variety of courses available in your major	FREN	4	1.8	25%	0%	25%	25%	25%
	UWGB	2786	3.1	36%	41%	17%	5%	1%
Frequency of course offerings in your major	FREN	4	2.0	25%	0%	50%	0%	25%
	UWGB	2782	2.8	23%	42%	24%	8%	3%
Times courses were offered	FREN	4	3.3	50%	25%	25%	0%	0%
	UWGB	2730	2.9	30%	41%	21%	6%	2%
Quality of internship, practicum, or field experience	FREN	2	3.0	0%	100%	0%	0%	0%
	UWGB	1595	3.4	58%	27%	9%	3%	2%
Quality of teaching by faculty in your major	FREN	4	2.3	0%	25%	75%	0%	0%
	UWGB	2785	3.4	52%	37%	9%	1%	<1%
Knowledge and expertise of the faculty in your major	FREN	4	3.0	0%	100%	0%	0%	0%
	UWGB	2800	3.6	69%	26%	4%	1%	<1%
Faculty encouragement of your educational goals	FREN	4	2.8	0%	75%	25%	0%	0%
	UWGB	2768	3.4	57%	29%	10%	3%	1%
Overall quality of advising received from the faculty in your major	FREN	4	1.5	25%	0%	0%	50%	25%
	UWGB	2680	3.2	55%	24%	12%	5%	4%

**Table 1: Rating the MAJOR**  
(A = 4, B = 3.0, etc.)

	Unit of Analysis	2011-2015						
		N	mean	A	B	C	D	F
Availability of your major advisor for advising	FREN	4	1.5	25%	0%	0%	50%	25%
	UWGB	2660	3.4	61%	23%	9%	4%	3%
Ability of your advisor to answer university questions	FREN	4	1.5	25%	0%	0%	50%	25%
	UWGB	2626	3.4	65%	20%	9%	4%	2%
Ability of your advisor to answer career questions	FREN	4	1.3	25%	0%	0%	25%	50%
	UWGB	2333	3.2	54%	26%	13%	4%	3%
In-class faculty-student interaction	FREN	4	3.3	25%	75%	0%	0%	0%
	UWGB	2590	3.1	45%	29%	13%	13%	<1%
Overall grade for your major ( <b>not</b> an average of the above)	FREN	4	2.3	25%	25%	25%	0%	25%
	UWGB	2771	3.4	50%	41%	7%	1%	<1%

**Table 2. Job related to major while completing degree?**

	Unit of Analysis	n	Full-time		Part-time		No
			Paid	Non-paid	Paid	Non-paid	
2011-2015 percent	FREN	4	0%	0%	25%	0%	75%
	UWGB	2789	16%	1%	33%	5%	45%

**Table 3. "If you could start college over"**

	Unit of Analysis	n	UW-Green Bay		Another college		No BA degree
			Same major	Different major	Same major	Different major	
2011-2015 percent	FREN	4	0%	25%	50%	25%	0%
	UWGB	2790	68%	13%	13%	5%	1%

**Table 4. Plans regarding graduate/professional study**

	Unit of Analysis	n	Already admitted	Have applied	Plan to eventually attend	NA/have not applied yet
2011-2015 percent	FREN	3	0%	0%	67%	33%
	UWGB	2128	8%	12%	61%	19%

**Table 5. Highest degree planned**

	Unit of Analysis	n	Bachelor's	Master's	Specialist's	Professional	Doctoral
2011-2015 percent	FREN	4	25%	25%	0%	0%	50%
	UWGB	2790	33%	48%	2%	5%	12%

**Table 6. General Education preparation**

**Current proficiency vs. Contribution of Gen Ed to current proficiency**  
(3-pt. scale; 3 = high, 2 = medium, 1 = low)

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Critical analysis skills.	FREN	4	50%	2.5	4	0%	1.8
	UWGB	2655	63%	2.6	2579	37%	2.2
Problem-solving skills.	FREN	4	75%	2.8	4	0%	1.8
	UWGB	2653	70%	2.7	2570	39%	2.2
Understanding biology and the physical sciences.	FREN	4	25%	2.3	4	0%	1.5
	UWGB	2545	28%	2.0	2442	26%	2.0
Understanding the impact of science and technology.	FREN	4	75%	2.8	4	25%	2.3
	UWGB	2569	37%	2.2	2467	28%	2.1
Understanding social, political, geographic, and economic structures.	FREN	4	50%	2.5	4	0%	1.5
	UWGB	2596	34%	2.2	2528	31%	2.1

**Table 6. General Education preparation****Current proficiency vs. Contribution of Gen Ed to current proficiency**

(3-pt. scale; 3 = high, 2 = medium, 1 = low)

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Understanding the impact of social institutions and values.	FREN	4	75%	2.5	4	0%	1.8
	UWGB	2605	49%	2.4	2530	40%	2.3
Understanding the significance of major events in Western civilization.	FREN	4	50%	2.3	3	33%	2.0
	UWGB	2576	33%	2.1	2496	33%	2.1
Understanding the role of the humanities in identifying and clarifying values.	FREN	4	50%	2.5	4	0%	1.8
	UWGB	2599	39%	2.3	2523	36%	2.2
Understanding at least one Fine Art.	FREN	4	75%	2.8	4	25%	1.8
	UWGB	2565	39%	2.2	2476	35%	2.1
Understanding contemporary global issues.	FREN	4	25%	2.0	3	33%	1.7
	UWGB	2587	34%	2.2	2493	29%	2.1
Understanding the causes and effects of stereotyping and racism.	FREN	4	75%	2.8	4	0%	1.5
	UWGB	2611	61%	2.6	2522	44%	2.3
Written communication skills	FREN	4	75%	2.8	3	0%	1.3
	UWGB	2629	66%	2.6	2550	46%	2.3
Public speaking and presentation skills	FREN	4	25%	2.0	3	0%	1.3
	UWGB	2594	45%	2.3	2478	33%	2.1
Computer skills	FREN	4	50%	2.3	4	0%	1.3
	UWGB	2611	54%	2.5	2476	33%	2.1
				<b>2011-2015</b>			

**Table 6. General Education preparation****Current proficiency vs. Contribution of Gen Ed to current proficiency**

(3-pt. scale; 3 = high, 2 = medium, 1 = low)

Unit of Analysis	Current Proficiency			Gen Ed Contribution		
	n	% High	mean	n	% High	mean

**Table 7. Educational experiences**

(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	n	Strongly Agree or Agree	mean
Because of my educational experiences at UW-Green Bay, I have learned to view learning as a lifelong process.	FREN	4	75%	4.0
	UWGB	2712	90%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	FREN	4	50%	3.5
	UWGB	2594	47%	3.3
The UW-Green Bay educational experience encourages students to become involved in community affairs.	FREN	4	25%	3.0
	UWGB	2594	60%	3.6
My experiences at UW-Green Bay encouraged me to think creatively and innovatively.	FREN	4	75%	3.5
	UWGB	2705	82%	4.1
My education at UW-Green Bay has given me a "competitive edge" over graduates from other institutions.	FREN	4	0%	2.5
	UWGB	2592	66%	3.8
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	FREN	4	25%	3.0
	UWGB	2664	75%	4.0
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	FREN	4	50%	3.3
	UWGB	2686	73%	3.9
I would recommend UW-Green Bay to a friend, co-worker, or family member.	FREN	4	25%	3.3
	UWGB	2699	82%	4.2
There is a strong commitment to racial harmony on this campus.	FREN	4	50%	3.5
	UWGB	2396	60%	3.7

**Table 6. General Education preparation****Current proficiency vs. Contribution of Gen Ed to current proficiency**

(3-pt. scale; 3 = high, 2 = medium, 1 = low)

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
The faculty and staff of UWGB are committed to gender equity.	FREN				4	75%	3.8
	UWGB	2491				78%	4.1
This institution shows concern for students as individuals.	FREN				4	75%	3.8
	UWGB	2644				75%	4.0
The General Education requirements at UWGB were a valuable component of my education.	FREN				4	50%	3.0
	UWGB	2565				52%	3.4

**Table 8. Activities while at UW-Green Bay**

	Unit of Analysis	n	Independent	Student org	Internship	Professional	Community	Worked with a faculty member	Study group	Study abroad
2011-2015 percent	FREN	4	50%	100%	50%	50%	100%	25%	100%	50%
	UWGB	2795	25%	47%	56%	23%	59%	24%	58%	14%

**Table 9. Rating services and resources**

(A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015		
		n	A or B	mean
Library services (hours, staff, facilities)	FREN	4	100%	3.8
	UWGB	2327	90%	3.4
Library collection (books, online databases)	FREN	3	100%	3.7
	UWGB	2221	92%	3.5

**Table 9. Rating services and resources**

(A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015		
		n	A or B	mean
Admission Office	FREN	3	100%	3.3
	UWGB	2139	91%	3.4
Financial Aid Office	FREN	2	50%	2.5
	UWGB	2033	87%	3.3
Bursar's Office	FREN	4	100%	3.5
	UWGB	2513	86%	3.3
Career Services	FREN	2	100%	3.5
	UWGB	1521	85%	3.3
Academic Advising Office	FREN	4	75%	3.0
	UWGB	2233	77%	3.1
Student Health Services	FREN	4	75%	3.0
	UWGB	1278	87%	3.4
Registrar's Office	FREN	3	100%	3.7
	UWGB	2155	91%	3.4
Writing Center	FREN	0	0%	0
	UWGB	935	85%	3.3
University Union	FREN	4	50%	2.5
	UWGB	2204	88%	3.3
Student Life	FREN	3	67%	2.7

**Table 9. Rating services and resources**

(A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015		
		n	A or B	mean
	UWGB	1329	83%	3.2
Counseling Center	FREN	2	100%	4.0
	UWGB	514	82%	3.3
Computer Facilities (labs, hardware, software)	FREN	4	100%	3.8
	UWGB	2275	95%	3.6
Computer Services (hours, staff, training)	FREN	3	100%	3.7
	UWGB	2028	92%	3.5
Kress Events Center	FREN	4	100%	3.3
	UWGB	1846	97%	3.7
Dining Services	FREN	4	75%	2.3
	UWGB	1883	56%	2.5
American Intercultural Center	FREN	0	0%	0
	UWGB	358	87%	3.4
International Office	FREN	1	0%	1.0
	UWGB	351	82%	3.2
Residence Life	FREN	3	67%	2.7
	UWGB	1137	76%	3.0
Bookstore	FREN	4	100%	3.5
	UWGB	2657	80%	3.1

## Alumni Survey: 2011, 2012, 2013, 2014 & 2015

	Survey year	Graduation Year	French	UWGB Overall
<b>Graduates:</b>	2011	2007-2008	3	1162
	2012	2008-2009	2	1133
	2013	2009-2010	4	1295
	2014	2010-2011	4	1309
	2015	2011-2012	2	1458
<b>Response Rate*</b>	2011-2015		1/15 (7%)	867/6357 (14%)

\* Note: % response misses double-majors who chose to report on their other major.

Table 1. Preparation & Importance	Unit of Analysis	2011-2015					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Critical analysis skills.	FREN	1	0	2.0	1	100%	4.0
	UWGB	654	58%	3.6	635	74%	4.1
Problem-solving skills.	FREN	1	0	3.0	1	100%	4.0
	UWGB	651	60%	3.7	634	77%	4.2
Understanding biology and the physical sciences.	FREN	1	0	3.0	1	0	1.0
	UWGB	628	45%	3.4	598	32%	2.7
Understanding the impact of science and technology.	FREN	1	0	2.0	1	0	2.0
	UWGB	633	47%	3.4	617	43%	3.2

**Table 1. Preparation & Importance**

- **Preparation by UWGB (5-pt. scale; 5 = excellent)**
- **Importance to current job or graduate program (5-pt. scale; 5 = very important)**

	Unit of Analysis	2011-2015					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Understanding social, political, geographic, and economic structures.	FREN	1	0	3.0	1	100%	5.0
	UWGB	637	54%	3.6	626	52%	3.4
Understanding the impact of social institutions and values.	FREN	1	0	3.0	1	100%	5.0
	UWGB	641	60%	3.7	623	56%	3.5
Understanding the significance of major events in Western civilization.	FREN	1	100%	4.0	1	0	3.0
	UWGB	631	49%	3.4	594	30%	2.7
Understanding a range of literature.	FREN	1	100%	4.0	1	0	3.0
	UWGB	623	48%	3.4	603	31%	2.8
Understanding the role of the humanities in identifying and clarifying individual and social values.	FREN	0	0	0	0	0	0
	UWGB	631	52%	3.5	609	40%	3.1
Understanding at least one Fine Art, including its nature and function(s).	FREN	1	100%	5.0	1	100%	5.0
	UWGB	631	53%	3.5	598	30%	2.7
Understanding contemporary global issues.	FREN	1	0	3.0	1	100%	5.0
	UWGB	637	49%	3.4	617	47%	3.3
Understanding the causes and effects of stereotyping and racism.	FREN	1	100%	4.0	1	100%	5.0
	UWGB	635	56%	3.6	616	50%	3.4
Written communication skills.	FREN	1	100%	4.0	1	100%	5.0
	UWGB	651	67%	3.9	630	77%	4.2

**Table 1. Preparation & Importance**

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2011-2015					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Public speaking and presentation skills.	FREN	1	0	3.0	1	100%	5.0
	UWGB	646	56%	3.6	630	71%	4.0
Reading skills.	FREN	1	100%	4.0	1	100%	4.0
	UWGB	646	61%	3.7	627	75%	4.1
Listening skills.	FREN	1	0	3.0	1	100%	4.0
	UWGB	644	63%	3.7	628	78%	4.2
Leadership and management skills.	FREN	1	100%	4.0	1	100%	5.0
	UWGB	648	59%	3.6	628	77%	4.2

**Table 2. Educational experiences**

(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
My educational experiences at UW-Green Bay helped me to learn or reinforced my belief that learning is a lifelong process.	FREN	1	0	3.0
	UWGB	861	90%	4.3
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	FREN	1	0	2.0
	UWGB	849	52%	3.4
	FREN	1	0	1.0

**Table 2. Educational experiences**

(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
Students at UW-Green Bay are encouraged to become involved in community affairs.	UWGB	845	59%	3.6
My experiences and course work at UW-Green Bay encouraged me to think creatively and innovatively.	FREN	1	0	2.0
	UWGB	857	87%	4.1
The interdisciplinary, problem-focused education provided by UW-Green Bay gives its graduates an advantage when they are seeking employment or applying to graduate school.	FREN	1	0	2.0
	UWGB	851	77%	4.0
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	FREN	1	0	3.0
	UWGB	861	83%	4.1
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	FREN	1	100%	4.0
	UWGB	853	72%	3.9
I would recommend UW-Green Bay to co-worker, friend, or family member.	FREN	1	0	1.0
	UWGB	861	90%	4.4
The General Education requirements at UWGB were a valuable component of my education.	FREN	1	0	3.0
	UWGB	813	57%	3.5
UWGB cares about its graduates.	FREN	0	0	0
	UWGB	827	63%	3.7
I feel connected to UWGB.	FREN	0	0	0
	UWGB	849	46%	3.3

	n	UW-Green Bay	Another college
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	Unit of Analysis		Same major	Different major	Same major	Different major	No bachelor's degree anywhere
2011–2015 percent	FREN	1	0	0	100%	0	0
	UWGB	858	65%	22%	6%	6%	1%

	Unit of Analysis	2011–2015			
		n	A or B	C or D	mean
Quality of teaching.	FREN	1	100%	0	3.0
	UWGB	864	95%	5%	3.6
Knowledge and expertise of the faculty.	FREN	1	100%	0	4.0
	UWGB	862	98%	2%	3.7
Faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views).	FREN	1	100%	0	4.0
	UWGB	860	92%	8%	3.6
Importance and relevance of courses to professional and academic goals.	FREN	1	100%	0	3.0
	UWGB	856	89%	11%	3.4
Advising by faculty (e.g., accuracy of information).	FREN	0	0	0	0
	UWGB	840	87%	12%	3.4
Availability of faculty (e.g., during office hours).	FREN	1	100%	0	3.0
	UWGB	842	93%	8%	3.5
Overall grade for the major (not a sum of the above).	FREN	1	0	100%	2.0
	UWGB	855	95%	5%	3.5

**Table 5. Highest degree planned**

	Unit of Analysis	n	Bachelor's	Master's	Specialist	Professional	Doctoral
2011-2015 percent	FREN	1	0	100%	0	0	0
	UWGB	861	38%	44%	1%	4%	11%

**Table 6. Graduate/professional study plans**

	Unit of Analysis	n	Already graduated	Currently enrolled	Accepted, not enrolled	Rejected	Have not applied
2011-2015 percent	FREN	1	0	0	0	0	100%
	UWGB	543	24%	22%	4%	2%	47%

**Table 7. Current employment status**

	FREN (n = 1)	UWGB (n = 861)
Employed full-time (33 or more hours/week)	0	79%
Employed part-time	100%	11%
Unemployed, seeking work	0	4%
Unemployed, not seeking work	0	2%
Student, not seeking work	0	4%

**Table 8. Satisfaction with current job** (5-pt. scale; 5 = very satisfied)

	Unit of Analysis	n	Very satisfied or satisfied	mean
2011-2015 percentage	FREN	1	100%	5.0
	UWGB	768	74%	3.9

**Table 9. Minimum educational requirements for current job**

	FREN (n = 1)	UWGB (n = 748)
High school or less	0	19%

Certificate	0	3%
Associate's degree	0	12%
Bachelor's degree	100%	58%
Graduate degree	0	8%

**Table 10. Extent to which job relates to major**

	FREN (n = 1)	UWGB (n = 765)
Very related	100%	48%
Somewhat related	0	33%
Not at all related	0	19%

**Table 11. Current income**

	FREN (n = 1)	UWGB (n = 745)
Under \$20,000	0	12%
\$20,000 to \$25,999	100%	10%
\$26,000 to \$29,999	0	9%
\$30,000 to \$35,999	0	18%
\$36,000 to \$39,999	0	12%
\$40,000 to \$49,999	0	17%
\$50,000 or more	0	22%

### **Employers, Locations, and Job Titles**

Fort Atkinson	Wisconsin	Teacher

G.2 The following text continues to appear in the web page of the French program, however no description applies to the major as the major was discontinued in 2016.

### **Overview**

The French program is designed to help students develop practical language skills while they learn about the literature, culture and people of France and the French-speaking world. Knowing French opens the door to all the other cultures of the world where French is spoken-in Africa (where more people speak French than people speak Spanish in all of South America), the Middle East, Europe, Indochina, etc.

### **The Value of French Studies**

French is the only language other than English spoken on five continents. Indeed French and English are the only two global languages. French is the first or second language in over 40 countries, France is the world's sixth largest economy, and is the official working language of the United Nations, UNESCO, NATO, the International Olympic Committee and many more similar important world organizations. According to the most recent U.S. Census, 1.9 million Americans speak French in the home.

In recent years, the U.S. was the second largest direct investor in France, and in 2002, France was the second largest foreign investor in the U.S. French is the foreign language spoken by our largest trading partner (Canada). In 2000, the United States exported more to countries having French as a national language than to countries having any other foreign language. Exports to Canada alone in that year were greater than the combined exports to all countries south of the United States. Among foreign countries doing business in the US, France employs the third largest number of Americans.

The world invests in France: in 2003, France was the second largest destination of foreign investment in the world. France is a leader in science and technology (nuclear physics, AIDS research, automobiles, electronics, aerospace, transportation, telecommunications and more. More tourists visit France than any other country in the world.

The broad training that is part of a program in French studies (including written and oral communication skills, reading and analyzing texts, history, geography and social studies) is an excellent means to personal growth and intellectual enrichment. It is also a fine preparation for entrance into the professional world. In addition to teaching and graduate studies, French majors have developed successful careers in many areas of business, the service professions and government

### **G.3 AAC conclusions and recommendations:**

While there are individual program differences in French, German, and Spanish the AAC recommends that the seven full-time faculty work together more and at the very least would like the next MLP review for the AAC to consolidate their common goals, outcomes and challenges, note the differences and work toward the future together.

Staffing continues to be an issue and will continue as long as the demands are there by the students and community. An additional position in both French and Spanish would go a long way in promoting international and local exchanges.

The administration might also think about adding a language requirement to the UW-Green Bay graduation requirements.

MLP needs to communicate more effectively with the registrar's at St. Norbert College and UW-Green Bay regarding the Japanese/German exchange program.

Dean's conclusions:

French: As noted in the self-study as well as AAC review, the fact that the French program currently has only one full time faculty member is a concern both in terms of the diversity of courses offered as well as the student interaction with only one faculty member. There are no specific plans at this time to make major changes in the curriculum by French. I wonder if given the current resource situation if the curriculum should be "tightened" up a bit. The goal would be to provide a clear path for the majors (and minors) and perhaps reduce the number of preparations for the faculty. The program should be commended for its work with the local community.

G.4 Assessment efforts were halted after the departure of the full-time faculty and have been reinitiated recently by the current Chair of Modern Languages. As such, learning outcomes measured in the other languages in 2013-2014, 2014-2015, 2015-2016 were measured for French this year (2016-2017). The results were very positive as described in section B of this document.

## **German Self Study Report**

### **Section A. Mission Statement and Program Description**

#### Program Mission and Requirements

The requirements for the German program can be found here:

<http://catalog.uwgb.edu/undergraduate/programs/german/#majorstext>

The UW-Green Bay German program offers students a wide variety of educational experiences. In addition to regularly scheduled courses in German language, culture, literature, cinema, translation and business, the German program offers students the preparation and opportunity to participate in study abroad programs, internships, Independent Study courses and a myriad of ways to interact regularly with individuals from other countries and cultures. Students in the program also encounter a number of different disciplinary and interdisciplinary fields as an integral part of their coursework, not only in culture, literature, film studies and business (mentioned above), but also history, philosophy, fine arts and ethnic studies, all from international perspectives. The Program offers two majors and two minors in both German and German for Teacher Certification and regularly contributes courses to Humanistic Studies, General Education, Global Studies, International Business and International Education. It also provides language courses that fulfill foreign language requirements in other programs across campus and contributes to the broader aim of internationalizing the university. All German students are encouraged to experience life in a German-speaking country at some point in their studies by studying a semester or a year at one of our many Hessen exchange universities and/or enrolling in one of our month-long UW-Green Bay summer or January study abroad programs in the state of Hessen. Qualified advanced German students may also have the opportunity

to participate in the German teaching internship program. In addition to those attending graduate school in German, other graduates of the UW-Green Bay German program have found careers in international business, teaching, government service, international education, translating and interpreting, and other fields in which their knowledge of German as a language and as a culture has proven useful and/or essential. German, as many humanities disciplines, may also be used as a pre-professional major, providing students with a sound liberal arts background for the pursuit of more advanced degrees in graduate school and professional training, as well as for entry into many technical fields, given Germany's predominance in those areas.

#### Relation to Select Mission and Importance of Study

The UW-Green Bay German Program shares the mission of the Modern Languages and the Humanistic Studies programs of which it is a part. It also supports the UW-Green Bay's select mission (highlighted in bold below), which states that we provide “an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world.” German studies contribute to and expand students' knowledge of another world culture in a very **interdisciplinary** manner—by enhancing their understanding of history, culture, politics as well as their **analytical and communication skills**. The German program provides students with communication skills in both written and spoken German and with an understanding of and appreciation for German literature and culture. In addition to promoting the acquisition of German communication skills and cultural proficiency, the program also fosters students' ability to **think critically**, analyze **complex issues and problems in a multicultural context**, expansion of students' knowledge of German and other world cultures and enhances their sensitivity to cultural values, practices and socio-cultural issues of Germany. The German Program supports the UW-Green Bay Select Mission by **servicing as an intellectual and cultural resource** to the campus and broader community. Study of German can also be of great professional value to students interested in a variety of fields such as international business, law, politics, journalism, education, international education, linguistics, history, philosophy, music, art, science and theology. As is true for the study of any language, studying German also enhances one's understanding of his or her native language and culture in interesting and transformative ways that often encourage students' **civic engagement** and **life-long learning**.

#### Strengths/Weaknesses and Changes

The UW-Green Bay German Program continues to remain strong among language programs within the UW-System, offering students a wide-array of courses at both the lower- and upper-levels not only in literature and culture, but also courses that focus on applied language skills (Translation Studies, Business German). Students have also consistently indicated the quality and breadth of German faculty's teaching, knowledge and expertise as some of the top strengths of the program. And the overwhelming majority of students would choose the major again. Program faculty are active in their fields nationally and internationally and are well-known and connected within UW-System. They advise an active German Club that provides students additional high-impact experiences and helps them integrate socially. Another strength of our program is the number of students who participate in our extensive study abroad programs. Since our last review, we have increased our study abroad offerings. Besides our long-standing exchange

with the University of Kassel, we now offer students the possibility of also studying at any of the other universities in the state of Hessen through the UW-System Hessen Exchange. Many of our students have taken advantage of these new possibilities. The International Summer Universities offered by several Hessian universities have been very popular not only with our students, but students from across the campus and nation. Likewise, UW-Green Bay continues to be a popular destination for Hessian students and we regularly have students from Kassel as well as Frankfurt, Giessen and Marburg who study in Green Bay and add to the extra-curricular activities of our campus. The German faculty maintains ties to area schools and contributes significantly in the area of outreach on campus, locally and nationally and regularly leads and shares expertise in the community through humanities outreach programs, such as the “Great Books” and the International Film Series. The program also contributes significantly to the vibrancy of campus life through its extra-curricular events, panel discussions and other programs for students and faculty.

German students surveyed were correct in recognizing the program’s greatest weakness as its challenge to offer courses on their proper periodicity schedule, a situation resulting both from administrative demands on both faculty members as well as their desire to contribute to the Humanities program. Professor Coury was chair of Humanistic Studies through Spring 2014, after which he had a one-year sabbatical. Professor Ham was on leave at Oberlin College, served as Special Assistant to the Provost and Vice Chancellor for Academic Affairs, and was also granted a one-year sabbatical. This semester Professor Ham was also appointed Associate Chair of Humanistic Studies as well. While the German faculty have generously contributed their share to the administrative responsibilities of our unit and campus, it has also impacted our regular curricular offerings.

The only curricular changes discussed since the last program review has been the proposal of new minors one, a Humanistic Studies minor track in Film Studies, and the other, a stand-alone minor in International Environmental Studies, both of which German will contribute to. With both of these new minors, we intend to increase our interdisciplinarity further, while making stronger connections with Humanistic Studies, Communication and Environmental Sciences.

### **Section B. Student Learning Outcomes Assessment**

The German Program’s Learning Outcomes are aligned with those of our national, professional organization the American Council on Teaching of Foreign Languages (ACTFL).

1. Speak standard German at advanced-mid level as defined by ACTFL
2. Read non-technical prose at advanced level as defined by ACTFL
3. Comprehend clearly articulated conversations on everyday topics in standard German at the ACTFL advanced level.
4. Write about non-technical topics at the intermediate-high/advanced ACTFL level.
5. Demonstrate an advanced knowledge of German cultures.
6. Have read great works of German literature and have a sense of their place in literary history.
7. Research literary and cultural topics and report findings.

8. Obtain skills to help them qualify for professional work in various areas such as teaching, translating and interpreting, positions in business appropriate to students in the languages or be prepared to attend graduate school.
9. Reflect on the social values of the culture(s) they are studying and be able to draw reasoned comparisons to their own culture on topics important to the culture(s) being studied.

Like all programs in Modern Languages, we rely heavily on embedded assessment, as we use the target language each and every day in class. As such, daily classroom instruction affords the instructor direct feedback and assessment of students' four-skill abilities, namely reading, writing, speaking and listening. Beginning in 2013-14, however, we commenced a more formal assessment program along with the rest of the university.

### **German | 2013-2014 Assessment Plan**

2013-14: Assessed speaking proficiency levels of all German majors

- We focused on four benchmarks from the ACFTL guidelines for assessing speaking abilities. We found the following:
  - Students are asked to converse on a variety of topics across our curriculum both informally before and after class as well as more formally through discussions and/or class presentations
  - Students have the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect
  - From Business German to Translation Studies to literature and culture courses, students are provided with wide- ranging examples of specialized terminology.
  - While there were some differences among the languages and what level should be required, we feel that the intermediate-high level is still appropriate for students of German.

### **German | 2014-2015 Assessment Plan**

2014-15: Assessed the ACTFL requirement that students be able to write about non-technical topics at the intermediate- high/advanced ACTFL level.

- We found that 75% of German majors assessed obtained a ranking between Intermediate-High and Advanced-Low and 12.5% performed higher than Advanced-Low.
- From these combined results we learned that:
  - The overall average of student writing proficiency in both upper-level courses combined puts our students on average at the Intermediate-High to Advanced-Low level of proficiency (indeed half of them perform at the higher end, at the Advanced-Low level), indicating that they are meeting our expectation set for this learning outcome.
  - Expressed in terms of percentages:
    - 12.5% of German majors assessed obtained a ranking of Advanced-Mid (in the 2+ range).
    - 50% of German majors assessed obtained a ranking of Advanced-Low (in the 3+ range).
    - 25% of German majors assessed obtained a ranking of Intermediate-High (in the 4+ range)
    - 12.5% of German majors assessed obtained a ranking of Intermediate-Mid (in the 5+ range)
  - We also learned that these students performed worst on the category of writing accuracy and best on their ability: 1.) to organize and focus their writing and 2.) to meet expectations for basic academic writing.

### **German | 2015-2016 Assessment Plan**

2015-16: Assessed student ability to demonstrate an advanced knowledge of German cultures

- Results:
  - HIST 423 allowed students to focus more in-depth on a narrower window of Germany history, society and culture. We found that papers were well researched and demonstrated a solid knowledge and understanding of the period.
  - In GERM 357 student papers reflected insightfully on the complexity of German identity in a globalized, 21st century. They showed an understanding of how multiculturalism has impacted “traditional” German identity as well as how the European Union has also expanded on it. Moreover, they recognize the impact of National Socialism on these discourses. One area of weakness was the more recent political history of the Federal Republic—both the left-wing activism of the 1960s and 70s as well as the influence of the GDR on German society in the 20th century.
- Overall students have a very good understanding of the forms (“products”) of cultural production. Our curriculum has slowly moved away from a traditional literature-based curriculum to one more culturally oriented. We currently have three courses devoted specifically to culture GERM 355 Deutsche Kultur und Landeskunde, GERM 357 German Cinema, and GERM 356 German Culture. The HIST 423 Topics class provides students with an opportunity to study a period or theme in greater historical detail, which has also expanded their overall understanding of practices and perspectives when dealing with a German topic. Students have over the past few years indicated on the senior survey that we administer that they would like a class on German politics or perhaps a course on East Germany (GDR). The German faculty has discussed the possibility of making GERM 355 a two-semester sequence in which we might add a course on German politics and society or on the GDR or divide the course content across two courses.

### **Section C. Program Accomplishments and Student Success**

During this review period, our German students have had the opportunity to learn from new ad hoc faculty in German, namely from Professor Kevin Johnson from the University of Washington and from Professor Maria Carone from University of Wisconsin-Madison, who taught an interesting array of courses for our students. This faculty recruitment, although needed in order to cover regular faculty leaves, also benefitted our students, and the ad hoc faculty themselves and by extension our continued connection with them at their current institutions. The UWGB German faculty have also been expanding their course offerings beyond the German program, for example, by participating in the Global Studies and Freshmen Seminar programs at UW-Green Bay. Similarly, the courses Professor Ham developed and taught as part of her teaching appointment in the German Department at Oberlin College (Love and War: Narrating Emotion from the Romantic to the Real, Advanced German Through Cinema, and Intermediate German) have also served to enrich the German curriculum here, in particular the 101, 102, 325 and 329 courses. German faculty continued their cooperation and outreach to area high school German programs by bringing hundreds of German high school students to UW-Green Bay for German Day, an all-day language event that includes a variety of competitions and language challenges: German Day 2010 “Auf geht’s nach Deutschland!” and German Day 2011: “Deutschland feiert!” High school teachers prepare their students for the competition by incorporating linguistic and cultural materials relevant to the annual theme into their classrooms, and thus use the event as a means of enriching their curricula. In addition to the weekly German conversation table, open to the community, and its fundraising events, German Club also organized annual overnight trips to Milwaukee and the “Christkindlmarkt” in Chicago and participated in programming run through the International Education Office and the Mauthe Center.

To increase students' ability to study in Germany for shorter stays, thus allowing them more time to work and pay for tuition increases, we also extended our interim study abroad options in January to include courses now offered at the International Winter University (IWU) at Marburg University (Language and Culture) and at the University at Fulda (Applied Sciences). To leverage Germany's global importance in science, engineering and technology, we are exploring possible additional options with Professors Katers, Terry and Russ and the Rhein-Main University of Applied Sciences in Wiesbaden, which may be interested in future collaborations with German, Business and Science. And Modern Languages has put forth a proposal for a new minor in International Environmental Studies, which will draw upon German culture courses (355 and 356) in addition to possible internships at Kassel and the Rhein/Main University of Applied Sciences. We also met with Mirren Augustin from the International Education Office at Kassel University and are exploring ways our two programs might work more closely together to further expand the exchange, possibly through internships experiences.

In terms of student success, one of our German minors, Katie von Holzen, was to our knowledge, the first graduate from our program to receive a PhD from a German university (Göttingen Universität), one of the world's top universities. She completed a dissertation in linguistics on the long-lasting effects of early bilingual acquisition, worked as a summer research intern at Dartmouth College and is currently doing a post-doc at the prestigious Descartes University in Paris, while publishing articles on bilingualism. Another of our German majors, Sam Litty, graduated in 2011, was accepted into the PhD program at UW-Madison's German Department, received her M.A in 2013 and is nearing completion of her PhD there. She has been teaching first, second and third-year German courses at UW-Madison, while completing research on Wisconsin Heritage German and has also received the Madison German Department's Honored Instructor Award. Also in this review periods, another German major, Cassandra Baehler, was accepted to graduate work in German at the University of Delaware, where she obtained her M.A., was selected as a Fulbright teaching assistant and works for the Austrian Ministry of Education at the Pädagogische Hochschule in Eisenstadt, Austria. Several other German majors or minors were admitted to graduate schools and some obtained PhDs in other fields during this review period, for example Danny Mueller is nearing ABD status at Washington State University and Lowell Vizenor obtained a PhD in philosophy at the University of Buffalo. Another UW-Green Bay German major, Erin Kunert, received her M.A. in German Translation from UW-Milwaukee, was hired there as a financial specialist in their Center for International Education and is now the Associate Director of Study Abroad at Valpariso University (IN). Davis Mauk, who double-majored in German and Business was a Foreign Customer Service Rep at WPS Health Insurance and is now employed as an International Accountant at Johnsonville Sausage. We have always supplied virtually all of the high school German programs in the NE area with German teachers, among them is Sarah Seidler, who obtained a job teaching German at Ripon High School, taught German at the well-known Concordia Language Villages in MN (where Chelsey Clinton was a German student) and now regularly takes WI students to Germany. One of our current German majors, is also taking German courses on the national exchange in the German Department in North Carolina State University.

### **Faculty Accomplishments Since Last Review**

David Coury, Humanistic Studies, German and Global Studies  
Center for Middle East Studies and Partnerships  
Director, Green Bay Film Society

Promoted to Full Professor, 2013

## PUBLICATIONS

### EDITED JOURNALS

Special issue: *Seminar: A Journal of Germanic Studies* (U of Toronto Press) "Globalization, German Literature, and the New Economy. Co-editor Sabine von Dirke. Vol. 47.4 Sept. 2011.

### ARTICLES

1. "A Clash of Civilizations? Pegida and the Rise of Cultural Nationalism," special issue: *German Politics and Society*, ed. Patricia Simpson and Helga Druxes. Forthcoming, 2016.
2. "Ways of Belonging: Navid Kermani and the Muslim Turn." Special issue: *Colloquia Germanica*, Eds. Heidi Denzel and Faye Stewart. Forthcoming, 2016.
3. "Searching for Home in Language and Culture in a Postnational Europe." *The Role of the Humanities in Times of Crisis*. Ed. Maria Pilar Rodriguez. (Madrid: Editorial Dykinson, 2016) 95-112.
4. "Kafka and the Koran: Patriotism, Culture and Postnational Identity." *Navid Kermani*. Ed. Karolin Machtans and Helga Druxes. (Berlin: Peter Lang, 2016). 49-67.
5. "¿Dilemas de un nuevo siglo? Democracia e Ilustración en una Europa post-secular" (trans. Cristina Ortiz); "Dilemmas of a new Century? Democracy and the Enlightenment in a post-secular Europe" *Grand Place*, Ed. Luisa Etxenike, Spring 2015.
6. "Unveiling Spain: Representation of the Female Body as Metaphor for Contesting Orientalism Ideology." with Cristina Ortiz. *Across the Straits: New Visions of Africa in Contemporary Spain*. Eds. Debra Faszter-McMahon and Victoria Ketz. (Oxford: Ashgate, 2015).
7. "Enlightenment fundamentalism: Multiculturalism and Islam in Germany today." *Edinburgh German Yearbook Vol. 7*. Eds. Frauke Matthes and Emily Jeremiah. (Rochester, NY: Camden House, 2013): 139-158.
8. "31 December 1995: *Der bewegte Mann* Sells 6.5 Million Tickets to Mark Peak of New German Comedy." *A New History of German Cinema*. Ed. Michael Richardson & Jennifer Kapczynski. (Rochester, NY: Camden House, 2012): 543-547.
9. "Introduction: Globalization, German Literature and the New Economy" with Sabine von Dirke. *Seminar*, XLVII.4 (Sept. 2011): 395-403.
10. "Post-Wall German Road Movies: Renegotiations of National Identity?" with Frank Pilipp. *Beyond Political Correctness: Remapping German Sensibilities in the 21<sup>st</sup> Century*. Ed. Christine Anton and Frank Pilipp. (Amsterdam: Rodopi, 2010): 235-266.
11. "Contemporary German Cinema through the Lens of Cultural Studies," *Basque/European Perspectives on Cultural and Media Studies*. Ed. Maria Pilar Rodriguez. (Reno: Center for Basque Studies U of Nevada, 2009): 277-294.
12. "'Torn Country': Turkey and the West in Orhan Pamuk's *Snow*" *Critique: Studies in Contemporary Fiction* 50.4 (Summer 2009) p. 340-349.

### BOOK REVIEWS

1. Göknaar, Erdağ, *Orhan Pamuk, Secularism and Blasphemy*. CritCom, <http://councilforeuropeanstudies.org/critcom/orhan-pamuk-secularism-and-blasphemy-the-politics-of-the-turkish-novel/>
2. "Navid Kermani: On Neil Young, Lessing and Islam" *New Books in German* (Goethe Institut-London) Issue 36 (Autumn 2014) on-line: <http://www.new-books-in-german.com/english/1607/407/407/129002/design1.html>
3. Jikeli, Gunther, *Antisemitismus und Diskriminierungswahrnehmungen junger Muslime in Europa: Ergebnisse einer Studie unter jungen muslimischen Männern*. H-German, H-Net Reviews. February, 2014. <http://www.hnet.org/reviews/showrev.php?id=37460>

4. Monica Sassatelli, *Becoming Europeans: Cultural Identity and Cultural Practices*. In: *The European Legacy*. In: *The European Legacy* 19.1 (2014): 107-109.
5. David Runciman, *Political Hypocrisy: The Mast of Power from Hobbes to Orwell and Beyond*. In: *The European Legacy* 16.5 (2011): 711-712.
6. Randall Halle, *German Film after Germany*. In: *German Studies Review* 33 (2010): 235.
7. Baldev Raj Nayar, *The Geopolitics of Globalization: The Consequences for Development*. In *The European Legacy* 15.7 (2010): 910-911.
8. Roslind Willams, Notes on the Underground: An Essay on Technology, Society and the Imagination. In *The European Legacy*. 15.2 (2010): 248-249.
9. Paul M. Sniderman and Louk Hagendoorn. *When Ways of Life Collide: Multiculturalism and Its Discontents in the Netherlands*. In *The European Legacy*. 14.3 (2009): 339-340.

#### **REVIEWER FOR THE FOLLOWING JOURNALS:**

*Colloquia Germanica*

*The Comparatist*

Modern Language Association Press

*PMLA*

*The European Legacy*

*Focus on German Studies* (Board Member)

#### **ACADEMIC PRESENTATIONS**

1. "German Civilizational Identity in the Writings of Eastern Immigrants," German Studies Association (GSA) Conference, Arlington, VA. October 2015.
2. "Deutscher Film und Literatur." with Melanie Lasee. WAFLT, Appleton, WI. November 7, 2014.
3. "Unity in Diversity? European Cultural Plurality in the 21<sup>st</sup> Century." International *Society of the Study of European Ideas (ISSEI) Conference*, Porto, Portugal, August 5-8, 2014.
4. "Navid Kermani: Patriotism Culture and Postnational Identity." German Studies Association (GSA) *Conference*, Denver, CO. October 2013.
5. "Enlightenment Fundamentalism: Multiculturalism and Islam in Germany today." *German Studies Association Conference*, Milwaukee, WI. October, 2012.
6. "Germans and Muslims: Integration, Assimilation or Conflict?" *German Studies Association Conference*, Louisville, KY. September 2011.
7. "Violence and Mourning in Fadia Faqir's *The Cry of the Dove*," NEMLA Montreal, Quebec April 2010.

#### **INVITED LECTURES**

1. "Tolerance and the Use and Abuse of the Enlightenment," Euroculture Intensive Program. Palacký University, Olomouc, Czech Republic, 17 June, 2015.
2. "On the Road to Discovery: Recent German Road Movies and the Search for Identity." Invited lecture for Dept. of Germanic and Asian Languages and Literatures at Calvin College. Also held workshop for teaching film in a cultural studies program. Nov. 3-5, 2010.

#### **COMMUNITY LECTURES**

1. Green Bay Film Society. Founder and Director (1999- ) Gave presentations on a variety of films at the Neville Public Museum of Brown County (2000-present)
2. "Martin Luther's Bible Translations." Lost in Translation: Hope Church Adult Form Door County Talk. April 3, 2011.

#### **GRANTS AND FELLOWSHIPS**

1. Erasmus Mundus Scholar Grant, University of Groningen (Netherlands)
  - Teach graduate seminar “Europe in the Wider World” at University of Deusto (Bilbao, Spain), March-April 2015.
  - Lecture and participate in the Master of Euroculture at Palacky University (Olomouc University, Czech Republic), June 2015.
2. Principle Investigator for the following U.S. government grants
  - *Building Bridges, Building Communities: Women Entrepreneurs’ Networks in Jordan*. Concept Paper U.S. State Department’s MEPI Program (not funded)
  - *A Woman’s Place: Health/Wellness Human Services and Empowerment: Israel, the Palestinian Territories, Egypt and the U.S.* \$354,581 from U.S. Dept. of State Bureau of Educational and Cultural Affairs Professional Exchange Programs; *not funded*.
  - *Young Entrepreneurs Program* (Year 2, 2011-12). \$355,970 from the U.S. State Department Bureau of Education and Cultural Affairs Professional Exchange Program; *funded*
  - *Fulbright-Hays Group Projects Abroad: Jordan* (2010) \$76, 905 from U.S. Department of Education; *funded*
  - *Fulbright-Hays Group Projects Abroad: Jordan* (2009) U.S. Department of Education; *not funded*

#### **ADMINISTRATIVE DUTIES AND COMMITTEES**

Chair, Humanistic Studies (2005-2014) duties include:

- facilitate faculty discussion of key intellectual and practical issues concerning our unit and the institution as a whole, including retreats to discuss the major and the learning outcomes
- Program/Curriculum Planning. Including timetables, including hiring of ad hocs and overseeing staffing of all courses. Responsible for overseeing all personnel issues.
- Resource planning and allocation. Oversee budget (102 and 131) and approval of all expenditures. Oversaw annual ad hoc budget of over \$100,000 and 102 budget of \$80,000.
- Unit Representation/Advocacy. Attended LAS and Joint unit chairs meetings as well as workshops organized by the Dean and/or Provost
- Student Learning Experiences. Oversee, approved and sign all changes to academic plans and communicate important issues to students in our programs.

UW-System Collaborative Language Project (1999-present)

- Originally part of the Curriculum Committee upon the program’s inception, now part of the Advisory Board that oversees the program and makes recommendations for funding and course allocation.

Founder and Co-Director Center for Middle East Studies and Partnerships (2010-present)

Organizer, Great Books Discussion Group at Brown County Library (2006-present)

Humanities Representative for Interinstitutional Academic Coordinating Committee,  
Bellin College and UW-Green Bay (2005-2013)

Co-Founder and Member of Global Studies Executive Committee (2005-present)

Assessment Committee (2013-2014)

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Jennifer Ham, Humanistic Studies, German

Associate Chair, Humanistic Studies (2016-present)

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Special Assistant to the Provost and Vice Chancellor for Academic Affairs, 2014-2015  
 Visiting Professor of German, Oberlin College, 2013-2014  
 Promoted to Full Professor, 2013  
 Founder's Award for Excellence in Teaching, 2012

## PUBLICATIONS

### BOOKS

1. *Elastizität: Space, Movement and Character in the Works of Frank Wedekind*, New York: Peter Lang, 2012.
2. *The Origins of 'Bildung' and the Future of the Humanities*, co-edited with Ulrich Kinzel and David Pan. This collection charts the evolution of our contemporary notion of the humanities from its origins in the 18<sup>th</sup> and 19<sup>th</sup> century ideal of *Bildung* and self-cultivation. (forthcoming).
3. *Schooling Desire: Modern Pedagogies and Nation-Building in Germany 1871-1949*. An anthology of interdisciplinary essays mapping the historical borders of educational theory, cultural studies and concepts of German nationhood. (in progress)

### ARTICLES

1. "From *Bildungsmaschine* to *Willenserziehung*: Nietzsche's Project of 'Heroic Minds'" in: *The Origins of 'Bildung' and the Future of the Humanities*, Jennifer Ham, Ulrich Kinzel, David Pan (Eds.) (forthcoming).
2. "Kill the Spirit of Gravity!": Circus Mechanics in Nietzsche and Wedekind," *Midwest Modern Language Journal* (submitted).
3. "Conditioning the Mind: Frank Wedekind and Physical Education" in: *Paradise of the Learned: Interdisciplinary Education in Nineteenth-Century Literature*, Kate Ashley (ed.), (proposal accepted).
4. "Traditions and Transformations: Signature Pedagogies in the Language Curriculum" with Jeanne Schueller in: *Exploring More Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind*, Nancy Chick, et al. (eds.) Sterling, VA: Stylus Publishing, 2012, 27-41.
5. "Unlearning the Lesson: Wedekind, Nietzsche, and Educational Reform at the Turn-of-the-Century," *Midwest Modern Language Association Journal*, vol. 40, no. 1, Spring 2009, 49-63.

### BOOK REVIEWS

1. Review of *Critical and Intercultural Theory and Language Pedagogy*, Glen S. Levine and Alison Phipps (eds.) *Modern Language Journal* (forthcoming).
2. Review of Nancy Folbre's *Saving State U: Why We Must Fix Public Higher Education*, New York: New Press, 2010, *Education Review* (August 2010).
3. Review with Katia Levintova, Darby Lewes' *Portrait of the Student as Young Wolf*, Pendale, PA: Folly Hill Press, 2003. Center for the Advancement of Teaching and Learning (fall 2009).  
[www.uwgb.edu/catl/files/pdf/Book%20Review\\_Pportrait%20of%20the%20Student\\_HamLevintova.pdf](http://www.uwgb.edu/catl/files/pdf/Book%20Review_Pportrait%20of%20the%20Student_HamLevintova.pdf)
4. Review of Marjanne E. Goozé's *Challenging Separate Spheres: Female Bildung in Eighteenth-and Nineteenth-Century Germany*, Bern: Lang, 2007, *German Studies Review*, Vol. 33, no. 3 (October 2009), p. 682-83.

### INVITED MANUSCRIPT REVIEWS

1. "The Feminine Beast: Exploitation vs. Liberation in Early 20th Century Literature" for special issue "Human/Animal-definitions," *Konturen: An Interdisciplinary Journal for Cultural Analysis*, January 2014.

2. *Vorsprung: A Communicative Introduction to German Language and Culture*, 3<sup>rd</sup> edition, Heinle Cengage Learning, March 2012.

### **ACADEMIC PRESENTATIONS**

1. "Kunst oder Mamon: Frank Wedekind's Reading Public," *Modern Language Association (MLA) Convention*, San Antonio, TX, January 2016.
2. "Defying Gravity: Nietzsche's *Vertikalspannungen* and the Acrobatic Ethics of the Circus," Toronto, Canada: *Northeast Modern Language Association Conference*, April 2015.
3. "Founder's Award Talk: Teaching Humanities in the Digital Age," 2013 Faculty Development Conference, University Union, University of Wisconsin-Green Bay, January 24, 2013.
4. From *Bildungsmaschine* to *Willenserziehung*: Nietzsche's Project of 'Heroic Minds'" *Modern Language Association (MLA) Convention*, Boston, MA, January 2013.
5. "Experiential Learning in the Humanities," Humanistic Studies panel "The Humanities in 2020," UW-Green Bay, Green Bay, WI, October, 12, 2012.
6. Commentator, "Limits of Discipline in the Nineteenth Century," *German Studies Association Conference (GSA)*, Milwaukee, WI, October, 2012.
7. Panel Moderator, "Raabe and Economy: Readings in the Exchange of Literary Goods," *German Studies Association Conference (GSA)*, Milwaukee, WI, October, 2012.
8. "Zirkus als Lebensschule: Gravity, Elasticity and Gymnastics of the Will in Nietzsche and Wedekind," *Modern Language Association (MLA) Convention*, Los Angeles, January 2011.
9. "Untimely Lessons: Nietzsche as Educator," *German Studies Association Conference (GSA)*, Washington, D.C., October 2009.
10. Panel Moderator: "Publicizing Wagner," *German Studies Association Conference (GSA)* Washington, D.C., October 2009.

### **GRANTS AND FELLOWSHIPS**

1. Grants in Aid of Research from UWGB Research Council and Institute for Faculty Development, University of Wisconsin, Green Bay, WI, 2010, 2012.

### **ADMINISTRATIVE DUTIES AND COMMITTEES**

1. Associate Chair, Humanistic Studies (2016-present)
2. Special Assistant to the Provost and Vice Chancellor for Academic Affairs, 2014-2015
3. Coordinator of German, Modern Languages Program, 2005-2013
4. Research Council, 2011-2013
5. General Education Council, 2010-2013
6. Academic Affairs Council, 2005-2009

### **OTHER NATIONAL SERVICE**

1. Tenure and Promotion Review for Prof. Jennifer Watson, German Department, Marquette University.

2. MLA Language Consultancy Working Group, 2011-2013.
3. Tenure and Promotion Review for Prof. Kristen Hylenski, German Studies Department, University of Minnesota-Duluth, Fall 2012.
4. Outside Reader of Master's Thesis for Kristin Sass, Concordia College, October 2012.
5. Selected Reader for National PRAXIS II Exam for German Teachers, Educational Testing Service, Princeton, NJ, Summer 2012-present.
6. Selected Reader for National College Board Advanced Placement Exam in German, Educational Testing Service, Princeton, NJ, Spring 2012.

#### **SELECTED COMMUNITY OUTREACH:**

Introduced Margarethe von Trotta's film *Vision: the Life of Hildegard von Bingen*, Green Bay International Film Series, Neville Public Museum, December 2011.

Co-organized German competitions for WI high school German programs:

*German Day 2011: Deutschland feiert! Fest- und Feiertage!*

*German Day 2010: Auf geht's nach Deutschland*

*German Day 2008: Deutschland-Ein Märchenland*

Introduced John Walter's film *Theater of War*, Green Bay International Film Series, Neville Public Museum, Green Bay, WI, February 2010.

Introduced Sven Taddicken's film *Emmas Glück* ("Emma's Bliss"), Green Bay International Film Series, Neville Public Museum, Green Bay, WI, November 2009.

#### **Section D. Program Enrollment Trends and Analysis**

According to Office of Institutional Research statistics, the UW-Green Bay German Program has increased the number of its graduates (majors and minors combined) by 25% in this review period as compared to the period of our last review. We have also seen a slight increase in the percentage of minority students in our program (at roughly 3-5% across the years of our last review vs. 4-13% during this review period). The gender balance (females to males) of our majors/minors remains virtually unchanged (females roughly 55-65%), as do our students' G.P.A.s (3.3-3.5) and the percentage of them originating from Wisconsin (85-95%).

With the exception of last year (2015), the number of majors and minors graduating from the German Program has remained stable for decades. While the number of minors graduating prior to last year has been typical, the number specifically of majors graduating in the last two years, was uncharacteristically low (although it is not clear whether this figure also includes second majors.) This would be completely in line with national enrollment trends in the humanities in general, which tends to weaken historically when confidence in the national economy and state funding wanes. It is not clear what may have been responsible for this dip in majors the last couple of years. Students were very satisfied with the ad hoc instruction they received during those years. The number of majors and minors is currently rising back up to our usual numbers, so with more recruitment efforts we anticipate the number of graduating majors to return. We also believe that should the International Environmental Studies minor be approved that this may also attract new students to the German major.

According to the university survey, alumni ranked the German Program significantly ahead of the campus average in almost all areas ranked for instruction: critical analysis, problem-solving, understanding social, political, geographic and economic structures, the significance of major events in Western Civilization, range of literature, the role of the humanities and the causes and effects of stereotyping and racism.

### **Section E. Program's Vision for Future Development**

Once again, as a smaller program at the university, we do not anticipate any major changes or undertakings in the next few years. We have, however, engaged in some new strategic partnerships both on campus and abroad that we hope will help grow our program and support the learning objectives of our campus. Modern Languages has put forward a proposal for a new minor in International Environmental Studies, which includes both a high level of proficiency in one of our Modern Languages, but also, like the very successful International Business minor (it has remained steady with about 35 declared minors), requires either an overseas experience or an international internship dealing with environmental issues. As environmental affairs and sustainability are signature programs at UW-Green Bay, we feel it is important for students to gain an international perspective on these issues and have created this minor to address that need.

To that end, we have discussed with our partners at the University of Kassel and the Rhein/Main University of Applied Sciences offering internships in this field for our students as well as for theirs. A representative from the Rhein/Main University visited in Fall 2016 and was very interested in this project and offered internships for our students. We are hopeful that this will prove to be a popular program.

Our long-term partner in Germany, the University of Kassel, continues to offer an internship for our students in their International Office and this year, received a major Erasmus grant from the European Union to provide support specifically for a UW-Green Bay student studying for a year or semester in Kassel. We are hopeful here too that this grant will be extended and that we can encourage students not only in German but in other fields to study abroad in Kassel as well.

Given these uncertain budgetary times, planning for the next seven years is a rather daunting task. The German program will continue to review and reevaluate its curriculum, particularly the sequencing of its courses. However, it is not currently proposing any new initiatives but rather plans to continue with our current and successful initiatives already in place. Among these is contributing to the new (pending final approval) Film Studies and International Environmental Studies minors. We will continue to advise our active German Club that sponsors guest lectures, film screenings and cultural trips and outings as well as panel discussions and the weekly conversation table. We expect to continue involving our German-speaking international students in these activities as well as in the tutoring program. And we will continue serving as a valued resource in the community and enhancing the curricula of many area German teachers as well. We expect several of our students will want to continue pursuing graduate study and we will continue to support them academically in this pursuit.

### **Section F. Summary and Concluding Statement**

In our closing statement for the 2009 program review, we stated the following:

1. We are not currently proposing any large new projects but rather plan to continue with the numerous

successful initiatives already in place.

2. We will continue our commitment to the campus and greater northeast Wisconsin as well, supporting and directing an active German Club that sponsors guest lectures, film screenings and cultural trips and outings as well as panel discussions and the weekly conversation table.
3. We expect to continue involving our German-speaking international students in these activities as well as in the tutoring program.
4. We will undoubtedly continue serving as a valued resource in the community and enhancing the curricula of many area German teachers as well.
5. We expect several of our students will want to continue pursuing graduate study and we will continue to support them academically in this pursuit.
6. For years we have brought in more faculty on exchange from Germany than we have sent over. At some point we would like to redress this imbalance if possible.

As promised in point #1, we have not undertaken any large projects to what we see as an already successful program, despite the challenging budgetary times. We have continued our commitment to the community (#2) as follows:

- We hosted two interns from a local German company Optima, by giving them a tour and introduction to the German university system and by inviting them to speak to our German students as well as German students at Ashwaubenon High School;
- We have participated in a local gathering of German professionals who meet at a bi-monthly social gathering;
- We have supported area high school teachers by organizing and hosting a German Day on our campus. While we have not held it recently we still maintain close ties to Ashwaubenon and Bay Port High Schools and have invited their students to participate in our extracurricular activities.

To point 3, we continue to involve German exchange students in our programs, conversation tables and tutoring activities, allowing our students to make personal connections with German students and their respective universities. We regularly receive requests for assistance with translations and questions about the German language, culture and society, both from area residents and the media. We thus continue to serve as a resource for the community and its needs (#4). Finally we have had several students continue for graduate study at UW-Madison and UW-Milwaukee. One student is finishing her PhD at Madison and several have graduated from Milwaukee with Masters degrees and are working as professional translators or in the field of international education. While we have not been able to bring or send faculty to or from our partner in Hessen and Kassel, we have maintained and even strengthened our connections with the University of Kassel and recently with the Rhein/Main University of Applied Sciences in Wiesbaden.

In his memo to the Provost, Dean Furlong made the following comments/recommendations:

*There actually are quite a few electives that students can choose from and given the number of faculty in the program you may want to consider tightening the curriculum a bit to help with workload issues. The program should be commended particularly with its work with the community for its "German Days" program.*

We have not addressed the number of electives in our program, but we do plan to discuss this.

In his memo to the Provost, Dean Furlong asked us to consider offering World Culture credit for lower-level courses (101, 102, 201). However, it remains the policy of Modern Languages that Global Culture General Education credit should begin with the 225/325 sequence. Dean Furlong also addressed the issue of a university-wide language requirement stating that “changes to the graduation requirements are the purview of the faculty.” It is unfortunate, however, that this was not considered during the major General Education reform undertaken during the period under review however this does not preclude continued discussion of this possibility going forward.

### **Section G. Required Attachments**

Four attachments (and only these four) should be included with the Self-Study Report:

1. A series of tables, prepared by the Office of Institutional Research and Assessment. A list of these tables is included in Appendix C.
2. The program’s current official description and requirements as published in the most recent Undergraduate Catalog;
3. The Academic Affairs Council and Dean’s conclusions and recommendations from the program’s last review; and
4. The program’s Assessment Plan and Annual Updates on Student Outcomes Assessment (see the descriptions below). These processes will be coordinated by the University Assessment Council, the UAC’s Academic Program Assessment Subcommittee and are described in the University Assessment Plan.

### **Required Attachments (see attached)**

#### A. Series of Tables

#### **Alumni Survey: 2011, 2012, 2013, 2014 & 2015**

	<b>Survey year</b>	<b>Graduation Year</b>	<b>German</b>	<b>UWGB Overall</b>
<b>Graduates:</b>	2011	2007-2008	5	1162
	2012	2008-2009	4	1133
	2013	2009-2010	5	1295
	2014	2010-2011	10	1309
	2015	2011-2012	3	1458
<b>Response Rate*</b>	2011-2015		3/27 (11%)	867/6357 (14%)

\* Note: % response misses double-majors who chose to report on their other major.

**Table 1. Preparation & Importance**

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2011-2015					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Critical analysis skills.	GERM	3	67%	3.7	2	100%	5.0
	UWGB	654	58%	3.6	635	74%	4.1
Problem-solving skills.	GERM	3	67%	3.7	2	100%	5.0
	UWGB	651	60%	3.7	634	77%	4.2
Understanding biology and the physical sciences.	GERM	3	0	2.7	2	0	1.5
	UWGB	628	45%	3.4	598	32%	2.7
Understanding the impact of science and technology.	GERM	2	0	3.0	2	0	2.5
	UWGB	633	47%	3.4	617	43%	3.2
Understanding social, political, geographic, and economic structures.	GERM	3	67%	3.7	2	100%	4.5
	UWGB	637	54%	3.6	626	52%	3.4
Understanding the impact of social institutions and values.	GERM	3	33%	3.3	2	100%	5.0
	UWGB	641	60%	3.7	623	56%	3.5
Understanding the significance of major events in Western civilization.	GERM	3	67%	3.7	2	50%	4.0
	UWGB	631	49%	3.4	594	30%	2.7
Understanding a range of literature.	GERM	3	67%	4.0	2	0	3.0
	UWGB	623	48%	3.4	603	31%	2.8
Understanding the role of the humanities in identifying and clarifying	GERM	3	67%	4.0	2	50%	3.5

Table 1. Preparation &amp; Importance

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2011-2015					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
individual and social values.	UWGB	631	52%	3.5	609	40%	3.1
Understanding at least one Fine Art, including its nature and function(s).	GERM	3	33%	3.3	2	0	3.0
	UWGB	631	53%	3.5	598	30%	2.7
Understanding contemporary global issues.	GERM	3	33%	3.3	2	100%	5.0
	UWGB	637	49%	3.4	617	47%	3.3
Understanding the causes and effects of stereotyping and racism.	GERM	3	67%	3.3	2	100%	4.5
	UWGB	635	56%	3.6	616	50%	3.4
Written communication skills.	GERM	3	67%	4.3	2	100%	5.0
	UWGB	651	67%	3.9	630	77%	4.2
Public speaking and presentation skills.	GERM	3	33%	3.7	2	100%	5.0
	UWGB	646	56%	3.6	630	71%	4.0
Reading skills.	GERM	3	33%	3.7	2	100%	5.0
	UWGB	646	61%	3.7	627	75%	4.1
Listening skills.	GERM	3	33%	3.3	2	100%	5.0
	UWGB	644	63%	3.7	628	78%	4.2
Leadership and management skills.	GERM	3	33%	3.7	2	100%	5.0
	UWGB	648	59%	3.6	628	77%	4.2

**Table 2. Educational experiences**

(5-pt. scale; 5 = strongly agree)

	<b>Unit of Analysis</b>	<b>N</b>	<b>Strongly Agree or Agree</b>	<b>Mean</b>
My educational experiences at UW-Green Bay helped me to learn or reinforced my belief that learning is a lifelong process.	GERM	3	100%	4.3
	UWGB	861	90%	4.3
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	GERM	3	0	3.0
	UWGB	849	52%	3.4
Students at UW-Green Bay are encouraged to become involved in community affairs.	GERM	3	0	3.0
	UWGB	845	59%	3.6
My experiences and course work at UW-Green Bay encouraged me to think creatively and innovatively.	GERM	3	67%	3.7
	UWGB	857	87%	4.1
The interdisciplinary, problem-focused education provided by UW-Green Bay gives its graduates an advantage when they are seeking employment or applying to graduate school.	GERM	3	67%	3.7
	UWGB	851	77%	4.0
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	GERM	3	33%	3.0
	UWGB	861	83%	4.1
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	GERM	3	67%	3.3
	UWGB	853	72%	3.9
I would recommend UW-Green Bay to co-worker, friend, or family member.	GERM	3	67%	4.0
	UWGB	861	90%	4.4
The General Education requirements at UWGB were a valuable component of my education.	GERM	3	33%	2.7
	UWGB	813	57%	3.5
UWGB cares about its graduates.	GERM	3	33%	3.3

**Table 2. Educational experiences**

(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
	UWGB	827	63%	3.7
I feel connected to UWGB.	GERM	3	33%	2.7
	UWGB	849	46%	3.3

Table 3. "If you could start college over"	Unit of Analysis	n	UW-Green Bay		Another college		No bachelor's degree anywhere
			Same major	Different major	Same major	Different major	
2011–2015 percent	GERM	3	0	67%	33%	0	0
	UWGB	858	65%	22%	6%	6%	1%

**Table 4. Rating the MAJOR**

(Scale: A = 4, B = 3, etc.)

	Unit of Analysis	2011–2015			
		n	A or B	C or D	mean
Quality of teaching.	GERM	3	100%	0	3.3
	UWGB	864	95%	5%	3.6
Knowledge and expertise of the faculty.	GERM	3	100%	0	3.7
	UWGB	862	98%	2%	3.7
Faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views).	GERM	3	100%	0	3.3
	UWGB	860	92%	8%	3.6
Importance and relevance of courses to professional and academic goals.	GERM	3	100%	0	3.7
	UWGB	856	89%	11%	3.4
Advising by faculty (e.g., accuracy of information).	GERM	3	67%	33%	2.7

	UWGB	840	87%	12%	3.4
Availability of faculty (e.g., during office hours).	GERM	3	100%	0	3.3
	UWGB	842	93%	8%	3.5
Overall grade for the major (not a sum of the above).	GERM	3	100%	0	3.7
	UWGB	855	95%	5%	3.5

**Table 5. Highest degree planned**

	Unit of Analysis	n	Bachelor's	Master's	Specialist	Professional	Doctoral
2011-2015 percent	GERM	3	33%	33%	0	0	33%
	UWGB	861	38%	44%	1%	4%	11%

**Table 6. Graduate/professional study plans**

	Unit of Analysis	n	Already graduated	Currently enrolled	Accepted, not enrolled	Rejected	Have not applied
2011-2015 percent	GERM	3	33%	0	0	0	67%
	UWGB	543	24%	22%	4%	2%	47%

**Table 7. Current employment status**

	GERMAN (n = 3)	UWGB (n = 861)
Employed full-time (33 or more hours/week)	67%	79%
Employed part-time	0	11%
Unemployed, seeking work	33%	4%
Unemployed, not seeking work	0	2%
Student, not seeking work	0	4%

**Table 8. Satisfaction with current job** (5-pt. scale; 5 = very satisfied)

	Unit of Analysis	n	Very satisfied or satisfied	mean
2011-2015 percentage	GERM	2	100%	4.5
	UWGB	768	74%	3.9

**Table 9. Minimum educational requirements for current job**

	GERMAN (n = 2)	UWGB (n = 748)
High school or less	0	19%
Certificate	0	3%
Associate's degree	0	12%
Bachelor's degree	100%	58%
Graduate degree	0	8%

**Table 10. Extent to which job relates to major**

	GERMAN (n = 2)	UWGB (n = 765)
Very related	100%	48%
Somewhat related	0	33%
Not at all related	0	19%

**Table 11. Current income**

	GERMAN (n = 3)	UWGB (n = 745)
Under \$20,000	33%	12%
\$20,000 to \$25,999	0	10%
\$26,000 to \$29,999	0	9%
\$30,000 to \$35,999	67%	18%

\$36,000 to \$39,999	0	12%
\$40,000 to \$49,999	0	17%
\$50,000 or more	0	22%

### **Employers, Locations, and Job Titles**

Portage Community Schools	Portage	Wisconsin	German Teacher
		Wisconsin	
UW Milwaukee CIE	Milwaukee	Wisconsin	Financial Specialist

### **Graduating Senior Survey: 2011, 2012, 2013, 2014 & 2015**

	Graduation Year	German	UWGB Overall
<b>Graduates:</b>	2011	3	1185
	2012	3	1293
	2013	2	1229
	2014	1	1233
	2015	1	1250
<b>Response Rate*</b>	2011-2015	5/10 (50%)	2805/6190 (45%)

\* Note: % response misses double-majors who choose to report on their other major.

**Table 1: Rating the MAJOR**

(A = 4, B = 3.0, etc.)

	Unit of Analysis	2011-2015						
		N	mean	A	B	C	D	F
Clarity of major requirements	GERM	5	4.0	100%	0%	0%	0%	0%
	UWGB	2800	3.5	59%	33%	6%	1%	1%

**Table 1: Rating the MAJOR**

(A = 4, B = 3.0, etc.)

	Unit of Analysis	2011-2015						
		N	mean	A	B	C	D	F
Reasonableness of major requirements	GERM	5	3.6	80%	0%	20%	0%	0%
	UWGB	2793	3.5	58%	34%	6%	1%	1%
Variety of courses available in your major	GERM	5	3.6	80%	0%	20%	0%	0%
	UWGB	2786	3.1	36%	41%	17%	5%	1%
Frequency of course offerings in your major	GERM	5	2.6	40%	0%	40%	20%	0%
	UWGB	2782	2.8	23%	42%	24%	8%	3%
Times courses were offered	GERM	5	3.4	40%	60%	0%	0%	0%
	UWGB	2730	2.9	30%	41%	21%	6%	2%
Quality of internship, practicum, or field experience	GERM	4	3.3	75%	0%	0%	25%	0%
	UWGB	1595	3.4	58%	27%	9%	3%	2%
Quality of teaching by faculty in your major	GERM	5	3.8	80%	20%	0%	0%	0%
	UWGB	2785	3.4	52%	37%	9%	1%	<1%
Knowledge and expertise of the faculty in your major	GERM	5	4.0	100%	0%	0%	0%	0%
	UWGB	2800	3.6	69%	26%	4%	1%	<1%
Faculty encouragement of your educational goals	GERM	5	4.0	100%	0%	0%	0%	0%
	UWGB	2768	3.4	57%	29%	10%	3%	1%
Overall quality of advising received from the faculty in your major	GERM	5	3.8	80%	20%	0%	0%	0%
	UWGB	2680	3.2	55%	24%	12%	5%	4%
Availability of your major advisor for advising	GERM	5	3.6	60%	40%	0%	0%	0%
	UWGB	2660	3.4	61%	23%	9%	4%	3%

**Table 1: Rating the MAJOR**

(A = 4, B = 3.0, etc.)

	Unit of Analysis	2011-2015						
		N	mean	A	B	C	D	F
Ability of your advisor to answer university questions	GERM	5	3.8	80%	20%	0%	0%	0%
	UWGB	2626	3.4	65%	20%	9%	4%	2%
Ability of your advisor to answer career questions	GERM	5	3.2	40%	40%	20%	0%	0%
	UWGB	2333	3.2	54%	26%	13%	4%	3%
In-class faculty-student interaction	GERM	5	3.6	80%	0%	20%	0%	0%
	UWGB	2590	3.1	45%	29%	13%	13%	<1%
Overall grade for your major ( <u>not</u> an average of the above)	GERM	5	3.6	60%	40%	0%	0%	0%
	UWGB	2771	3.4	50%	41%	7%	1%	<1%

**Table 2. Job related to major while completing degree?**

	Unit of Analysis	n	Full-time		Part-time		No
			Paid	Non-paid	Paid	Non-paid	
2011-2015 percent	GERM	5	0%	0%	20%	0%	80%
	UWGB	2789	16%	1%	33%	5%	45%

**Table 3. "If you could start college over"**

	Unit of Analysis	n	UW-Green Bay		Another college		No BA degree
			Same major	Different major	Same major	Different major	
2011-2015 percent	GERM	5	60%	20%	0%	20%	0%
	UWGB	2790	68%	13%	13%	5%	1%

**Table 4. Plans regarding graduate/professional study**

	Unit of Analysis	n	Already admitted	Have applied	Plan to eventually attend	

						NA/have not applied yet
2011-2015 percent	GERM	5	20%	0%	20%	60%
	UWGB	2128	8%	12%	61%	19%

**Table 5. Highest degree planned**

	Unit of Analysis	n	Bachelor's	Master's	Specialist's	Professional	Doctoral
2011-2015 percent	GERM	5	20%	40%	0%	0%	40%
	UWGB	2790	33%	48%	2%	5%	12%

**Table 6. General Education preparation**

**Current proficiency vs. Contribution of Gen Ed to current proficiency**  
(3-pt. scale; 3 = high, 2 = medium, 1 = low)

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Critical analysis skills.	GERM	4	100%	3.0	4	50%	2.3
	UWGB	2655	63%	2.6	2579	37%	2.2
Problem-solving skills.	GERM	4	75%	2.8	4	50%	2.3
	UWGB	2653	70%	2.7	2570	39%	2.2
Understanding biology and the physical sciences.	GERM	4	25%	2.3	4	25%	2.0
	UWGB	2545	28%	2.0	2442	26%	2.0
Understanding the impact of science and technology.	GERM	4	75%	2.8	4	75%	2.5
	UWGB	2569	37%	2.2	2467	28%	2.1
Understanding social, political, geographic, and economic structures.	GERM	4	75%	2.8	4	50%	2.5
	UWGB	2596	34%	2.2	2528	31%	2.1

**Table 6. General Education preparation**

Current proficiency vs. Contribution of Gen Ed to current proficiency  (3-pt. scale; 3 = high, 2 = medium, 1 = low)	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Understanding the impact of social institutions and values.	GERM	4	75%	2.8	4	50%	2.5
	UWGB	2605	49%	2.4	2530	40%	2.3
Understanding the significance of major events in Western civilization.	GERM	4	100%	3.0	4	75%	2.5
	UWGB	2576	33%	2.1	2496	33%	2.1
Understanding the role of the humanities in identifying and clarifying values.	GERM	4	50%	2.5	4	75%	2.5
	UWGB	2599	39%	2.3	2523	36%	2.2
Understanding at least one Fine Art.	GERM	4	75%	2.8	3	67%	2.7
	UWGB	2565	39%	2.2	2476	35%	2.1
Understanding contemporary global issues.	GERM	4	75%	2.8	4	50%	2.3
	UWGB	2587	34%	2.2	2493	29%	2.1
Understanding the causes and effects of stereotyping and racism.	GERM	4	75%	2.8	4	75%	2.8
	UWGB	2611	61%	2.6	2522	44%	2.3
Written communication skills	GERM	4	100%	3.0	4	75%	2.5
	UWGB	2629	66%	2.6	2550	46%	2.3
Public speaking and presentation skills	GERM	4	50%	2.5	4	25%	2.0
	UWGB	2594	45%	2.3	2478	33%	2.1
Computer skills	GERM	4	50%	2.5	3	33%	2.0
	UWGB	2611	54%	2.5	2476	33%	2.1

**Table 7. Educational experiences**

(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2011-2015		
		n	Strongly Agree or Agree	mean
Because of my educational experiences at UW-Green Bay, I have learned to view learning as a lifelong process.	GERM	4	75%	4.5
	UWGB	2712	90%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	GERM	4	75%	4.3
	UWGB	2594	47%	3.3
The UW-Green Bay educational experience encourages students to become involved in community affairs.	GERM	4	50%	3.3
	UWGB	2594	60%	3.6
My experiences at UW-Green Bay encouraged me to think creatively and innovatively.	GERM	4	75%	4.3
	UWGB	2705	82%	4.1
My education at UW-Green Bay has given me a “competitive edge” over graduates from other institutions.	GERM	4	75%	4.3
	UWGB	2592	66%	3.8
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	GERM	4	100%	4.5
	UWGB	2664	75%	4.0
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	GERM	4	100%	4.5
	UWGB	2686	73%	3.9
I would recommend UW-Green Bay to a friend, co-worker, or family member.	GERM	4	100%	5.0
	UWGB	2699	82%	4.2
There is a strong commitment to racial harmony on this campus.	GERM	4	100%	4.8
	UWGB	2396	60%	3.7
The faculty and staff of UWGB are committed to gender equity.	GERM	4	100%	4.8
	UWGB	2491	78%	4.1

**Table 7. Educational experiences**

(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2011-2015		
		n	Strongly Agree or Agree	mean
This institution shows concern for students as individuals.	GERM	4	100%	4.8
	UWGB	2644	75%	4.0
The General Education requirements at UWGB were a valuable component of my education.	GERM	4	75%	4.0
	UWGB	2565	52%	3.4

**Table 8. Activities while at UW-Green Bay**

	Unit of Analysis	n	Independent	Student org	Internship	Professional	Community	Worked with a faculty member	Study group	Study abroad
2011-2015 percent	GERM	5	20%	60%	100%	0%	60%	20%	60%	80%
	UWGB	2795	25%	47%	56%	23%	59%	24%	58%	14%

**Table 9. Rating services and resources**

(A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015		
		n	A or B	mean
Library services (hours, staff, facilities)	GERM	5	80%	3.4
	UWGB	2327	90%	3.4
Library collection (books, online databases)	GERM	5	100%	3.8
	UWGB	2221	92%	3.5
Admission Office	GERM	4	100%	3.8
	UWGB	2139	91%	3.4

**Table 9. Rating services and resources**

(A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015		
		n	A or B	mean
Financial Aid Office	GERM	5	100%	3.8
	UWGB	2033	87%	3.3
Bursar's Office	GERM	5	100%	3.8
	UWGB	2513	86%	3.3
Career Services	GERM	3	67%	3.0
	UWGB	1521	85%	3.3
Academic Advising Office	GERM	4	75%	3.3
	UWGB	2233	77%	3.1
Student Health Services	GERM	5	80%	3.6
	UWGB	1278	87%	3.4
Registrar's Office	GERM	4	100%	3.8
	UWGB	2155	91%	3.4
Writing Center	GERM	1	100%	4.0
	UWGB	935	85%	3.3
University Union	GERM	5	100%	3.8
	UWGB	2204	88%	3.3
Student Life	GERM	1	100%	4.0
	UWGB	1329	83%	3.2
Counseling Center	GERM	1	100%	4.0

**Table 9. Rating services and resources**

(A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015		
		n	A or B	mean
	UWGB	514	82%	3.3
Computer Facilities (labs, hardware, software)	GERM	5	80%	3.6
	UWGB	2275	95%	3.6
Computer Services (hours, staff, training)	GERM	4	100%	3.8
	UWGB	2028	92%	3.5
Kress Events Center	GERM	3	100%	4.0
	UWGB	1846	97%	3.7
Dining Services	GERM	4	100%	3.5
	UWGB	1883	56%	2.5
American Intercultural Center	GERM	1	100%	4.0
	UWGB	358	87%	3.4
International Office	GERM	1	100%	4.0
	UWGB	351	82%	3.2
Residence Life	GERM	2	100%	3.5
	UWGB	1137	76%	3.0
Bookstore	GERM	5	60%	2.4
	UWGB	2657	80%	3.1

## Academic Plan: German

Institutional Research - Run date: 23FEB2016

	Fall Headcounts						
	2009	2010	2011	2012	2013	2014	2015
<b>Declared Majors, end of term</b>	28	23	18	16	16	15	16
<b>Declared Minors, end of term</b>	22	34	31	27	19	16	9

	Fall Declared Majors - Characteristics													
	2009		2010		2011		2012		2013		2014		2015	
<b>Female</b>	1 9	68 %	1 4	61 %	1 2	67 %	1 0	63 %	1 0	63 %	7	47 %	7	44 %
<b>Minority</b>	1	4%	1	4%	0	0%	0	0%	1	6%	1	7%	2	13 %
<b>Age 26 or older</b>	2	7%	2	9%	2	11 %	1	6%	2	13 %	1	7%	1	6%
<b>Location of HS: Brown County</b>	5	18 %	7	30 %	7	39 %	5	31 %	3	19 %	1	7%	1	6%
<b>Location of HS: Wisconsin</b>	2 6	93 %	2 2	96 %	1 7	94 %	1 5	94 %	1 3	81 %	1 3	87 %	1 5	94 %
<b>Attending Full Time</b>	2 5	89 %	2 0	87 %	1 3	72 %	1 2	75 %	1 3	81 %	1 2	80 %	1 5	94 %

	Fall Declared Majors - Characteristics													
	2009		2010		2011		2012		2013		2014		2015	
<b>Freshmen</b>	3	11 %	2	9%	2	11 %	1	6%	2	13 %	1	7%	2	13 %
<b>Sophomores</b>	3	11 %	2	9%	3	17 %	7	44 %	4	25 %	1	7%	0	0%
<b>Juniors</b>	4	14 %	5	22 %	5	28 %	2	13 %	3	19 %	7	47 %	5	31 %
<b>Seniors</b>	1 8	64 %	1 4	61 %	8	44 %	6	38 %	7	44 %	6	40 %	9	56 %

	Fall Declared Majors - Characteristics						
	2009	2010	2011	2012	2013	2014	2015
<b>Average HS Cumulative G.P.A.</b>	3.20	3.27	3.41	3.38	3.52	3.36	3.38
<b>Average ACT Composite Score</b>	22.3	23.3	23.1	23.0	24.6	24.9	25.6
<b>Average ACT Reading Score</b>	23.4	24.6	23.4	24.1	25.8	26.3	26.6
<b>Average ACT English Score</b>	22.7	22.3	22.5	22.8	23.8	24.8	25.9
<b>Average ACT Math Score</b>	21.2	22.4	23.0	22.3	25.0	25.1	25.5
<b>Average ACT Science Score</b>	22.0	23.5	23.7	22.4	23.9	24.3	24.5

# Academic Plan: German

Institutional Research - Run date: 23FEB2016

	Fall Declared Majors - Characteristics						
	2009	2010	2011	2012	2013	2014	2015
Percent started as Freshmen	68%	70%	61%	75%	81%	73%	81%
Percent started as Transfers	32%	30%	39%	25%	19%	27%	19%
Percent with prior AA degree	11%	9%	0%	6%	0%	0%	0%
Percent with prior BA degree	4%	0%	6%	6%	6%	7%	6%

	Calendar Year Headcounts						
	2009	2010	2011	2012	2013	2014	2015
Graduated Majors (May, Aug. & Dec.)	4	9	5	3	3	1	1
Graduated Minors (May, Aug. & Dec.)	5	4	7	9	6	8	3

	Characteristics of Graduated Majors													
	2009		2010		2011		2012		2013		2014		2015	
<b>Graduates who are... Women</b>	3	75%	4	44%	4	80%	2	67%	2	67%	1	100%	0	0%
<b>... Students of Color</b>	0	0%	0	0%	1	20%	0	0%	0	0%	0	0%	0	0%
<b>... Over 26 Years Old</b>	0	0%	2	22%	0	0%	1	33%	1	33%	0	0%	0	0%
<b>Graduates earning Degree Honors</b>	1	25%	1	11%	4	80%	2	67%	1	33%	0	0%	1	100%

	Characteristics of Graduated Majors						
	2009	2010	2011	2012	2013	2014	2015
<b>Average Credits Completed Anywhere</b>	158	160	158	131	156	174	139
<b>Average Credits Completed at UWGB</b>	150	135	134	124	131	163	137
<b>Average Cum GPA for Graduates</b>	3.18	2.91	3.67	3.52	3.23	3.50	3.50

# Academic Subject: GERMAN

Institutional Research - Run date: 23FEB2016

			Headcount Enrollments, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	39	40	39	27	35	21	18
		2-Summer	.	.	.	.	.	.	.
		3-Fall	54	68	73	53	47	43	36
		All	93	108	112	80	82	64	54
	2-Upper	1-Spring	32	35	30	30	36	40	21
		2-Summer	.	.	.	.	.	.	.
		3-Fall	37	47	13	38	11	15	17
		All	69	82	43	68	47	55	38
	All		162	190	155	148	129	119	92
	IST/FEX	1-Lower	1-Spring	.	.	.	.	.	.
2-Summer			.	.	.	.	.	.	.
3-Fall			.	.	.	.	.	.	.

			Headcount Enrollments, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
	2-Upper	All	.	.	.	.	.	.	.
		1-Spring	2	2	1	.	1	.	.
		2-Summer	.	1	.	.	.	.	.
		3-Fall	4	1	.	.	2	.	3
	All	6	4	1	.	3	.	3	
	All	6	4	1	.	3	.	3	
All			168	194	156	148	132	119	95

## Academic Subject: GERMAN

Institutional Research - Run date: 23FEB2016

			Student Credit Hours, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	136	121	127	92	125	71	67
		2-Summer	.	.	.	.	.	.	.

			Student Credit Hours, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
		3-Fall	180	230	219	167	133	136	119
		All	316	351	346	259	258	207	186
	2-Upper	1-Spring	96	105	90	90	108	120	63
		2-Summer	.	.	.	.	.	.	.
		3-Fall	111	141	39	114	33	45	51
		All	207	246	129	204	141	165	114
	All	523	597	475	463	399	372	300	
IST/FEX	1-Lower	1-Spring	.	.	.	.	.	.	.
		2-Summer	.	.	.	.	.	.	.
		3-Fall	.	.	.	.	.	.	.
		All	.	.	.	.	.	.	.
	2-Upper	1-Spring	4	6	3	.	3	.	.
		2-Summer	.	3	.	.	.	.	.
		3-Fall	8	3	.	.	6	.	9

			Student Credit Hours, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
		All	12	12	3	.	9	.	9
	All		12	12	3	.	9	.	9

## Academic Subject: GERMAN

Institutional Research - Run date: 23FEB2016

			Lectures and Lab/Discussion Sections (#)						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	2	3	3	2	2	2	2
		3-Fall	3	3	4	4	4	4	3
		All	5	6	7	6	6	6	5
	2-Upper	1-Spring	2	2	2	2	3	3	3
		3-Fall	2	2	1	2	1	1	1
		All	4	4	3	4	4	4	4
	All		9	10	10	10	10	10	9
	All			9	10	10	10	10	9

## Academic Subject: GERMAN

Institutional Research - Run date: 23FEB2016

			Average Section Size of Lectures						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	19.5	13.3	13.0	13.5	17.5	10.5	9.0
		3-Fall	18.0	22.7	18.3	13.3	11.8	10.8	12.0
		All	18.6	18.0	16.0	13.3	13.7	10.7	10.8
	2-Upper	1-Spring	16.0	17.5	15.0	15.0	12.0	13.3	7.0
		3-Fall	18.5	23.5	13.0	19.0	11.0	15.0	17.0
		All	17.3	20.5	14.3	17.0	11.8	13.8	9.5
	All		18.0	19.0	15.5	14.8	12.9	11.9	10.2

	Unique Lecture Courses Delivered in Past Four Years						
	2009	2010	2011	2012	2013	2014	2015
1-Lower	5	6	6	6	6	6	6
2-Upper	10	8	10	9	10	10	9

	General Education as a Percent of all Credits in Lectures						
	2009	2010	2011	2012	2013	2014	2015
<b>1-Lower</b>	35%	29%	38%	36%	35%	39%	37%
<b>2-Upper</b>	100%	100%	100%	100%	100%	100%	100%

## Budgetary Unit: HUS

Institutional Research - Run date: 23FEB2016

	Instructional Staff Headcounts and FTEs						
	2009	2010	2011	2012	2013	2014	2015
<b>Full Professors (FT)</b>	1	0	2	2	5	4	4
<b>Associate Professors (FT)</b>	15	13	14	14	12	15	12
<b>Assistant Professors (FT)</b>	6	7	7	7	6	3	2
<b>Instructors and Lecturers (FT)</b>	1	4	2	2	3	2	4
<b>Total Full-time Instructional Staff</b>	23	24	25	25	26	24	22
<b>Part-time Instructional Staff</b>	8	14	14	.	.	.	.
<b>FTE of Part-time Faculty</b>	2.5	2.8	2.8	.	.	.	.
<b>Total Instructional FTE</b>	25.5	26.8	27.8	.	.	.	.

	Student Credit Hours per Faculty FTE						
	2009	2010	2011	2012	2013	2014	2015
SCH per Full-time Faculty FTE	364	342	337	.	.	.	.
SCH per Part-time Faculty FTE	1294	1077	955	.	.	.	.
SCH per Faculty FTE	430	419	390	.	.	.	.

## B. Catalog copy of requirements

### German

**Website:** <http://www.uwgb.edu/german/>

Disciplinary Major or Minor

(Bachelor of Arts)

The German program provides students with the opportunity to develop communication skills in both written and spoken German along with an understanding of and appreciation for German literature and culture. Students developing linguistic and cultural proficiencies are challenged by a curriculum which includes a variety of courses in beginning, intermediate and advanced language, literature, cinema, culture, business and translation studies, as well as travel courses, independent study courses, and internship experiences.

Although many students choose to study German primarily for personal growth and intellectual enrichment, the program is designed to prepare students to enter a variety of careers in, for example, teaching, business, industry and government, and to provide a basis for further study at the graduate level. German language and culture studies are of great professional value in such fields as international business, communications, translating and interpreting, personnel work, public relations, management, education, music, art, philosophy, law, history, anthropology, theology, social work, politics and the travel industry. Furthermore, proficiency in a modern language and understanding of other cultures are essential for peace and prosperity in a mutually interdependent world.

All students in the German program are strongly encouraged to spend as much time as possible in German-speaking cultures; to study a semester or a year at UW-Green Bay's German exchange university, Kassel Universität or at another university in Hessen; and/or to participate in the summer travel course in Germany. Students have the opportunity to interact with German exchange students, attend film series and weekly German conversation tables, and to participate in a variety of German Club events and trips. The UW-Green Bay Language Resource Center has interactive audio-visual equipment, computers, and international television reception to support students' language acquisition and cultural awareness.

Students majoring in German will also choose an interdisciplinary minor. Most German students interested in the humanities usually choose the interdisciplinary program in Humanistic Studies; students interested in teaching may choose an Education minor; those interested in business often choose Business Administration or International Business; and those interested in communication fields or creative fields usually choose a minor in Design Arts or Arts Management. Depending on their personal preferences and career goals, students may find other interdisciplinary programs appropriate, such as Human Development or Democracy and Justice Studies.

Students who are beginning their study of German should enroll in Introduction to [GERMAN 101](#). Students with previous German study should select a course appropriate to their level — [GERMAN 102](#), [GERMAN 201](#), [GERMAN 202](#) or [GERMAN 225](#) — by counting a year of high school work as equivalent to a semester of college work, or they should consult the German adviser.

Students seeking teacher certification must be admitted to the Education Program and should contact the Education Office for information and further requirements.

Students may study abroad or at other campuses in the United States through UW-Green Bay's participation in international exchange programs and National Student Exchange. Travel courses are another option for obtaining academic credits and completing requirements. For more information, contact the Office of International Education at (920) 465-2190 or see <http://www.uwgb.edu/international/>.

### **Retroactive Credit**

Degree seeking students who have taken a second language in high school or who have acquired knowledge of a second language elsewhere may earn up to 14 additional credits for their previous language study by completing a foreign language course beyond the 101 level. With a grade of "B" or better, credit will be given in that language for all of the courses in that language preceding the one in which the student has enrolled, to a maximum of 14 credits; with a grade of "BC" or "C," half-credit will be given for the courses preceding the one in which the student has enrolled, to a maximum of seven credits.

For example, with four years of high school German, students who complete [GERMAN 225](#), with a grade of "B" will receive 14 retroactive credits for [GERMAN 101](#), [GERMAN 102](#), [GERMAN 201](#), and [GERMAN 202](#) in addition to the three credits for [GERMAN 225](#); students who complete the course with a "C" will receive seven retroactive credits for [GERMAN 101](#) (2 of the total 4 credits), [GERMAN 102](#) (2 of the total 4 credits), [GERMAN 201](#) (1.5 of the total 3 credits), and [GERMAN 202](#) (1.5 of the total 3 credits).

Requests for retroactive credit in a student's native language are not generally accepted.

To determine eligibility for retroactive credit, students must consult with the appropriate language program chair or course instructor who will advise them regarding which foreign language course they should take. If a student meets the criteria above, the course instructor must complete the Retroactive Credit Form and submit it to the Registrar's Office. The appropriate courses and corresponding credits will then be recorded on the student's transcript.

Retroactive credit will not be awarded based on a student's performance on any sort of test. This includes, but is not limited to, AP, CLEP, or Challenge exams. Retroactive foreign language credits may only be earned by satisfactorily passing a course at UW-Green Bay or through an approved CCHS program as described above.

Retroactive credits earned at any UW System institution or from St. Norbert College courses will be honored and granted to transfer students. Retroactive foreign language credits awarded by other institutions will not be granted to students who transfer to UW-Green Bay. Students may request an exception to this policy by submitting a written appeal to the language coordinator of the department they wish to receive credit from.

If you're repeating a course, contact the German program chair for further information on retroactive credits.

## GERMAN Major

**This disciplinary emphasis also requires:**

- [Completion of an interdisciplinary major](#)

Supporting Courses (6)

<a href="#">GERMAN 202</a>	Intermediate German Language II
<a href="#">GERMAN 225</a>	Intermediate German Conversation and Composition

Upper-Level Courses (24)

[GERMAN 325](#) Advanced German Conversation and Composition

[GERMAN 329](#) Representative German Authors <sup>1</sup>

Choose 6 credits from the following courses: <sup>2</sup>

[GERMAN 355](#) Deutsche Kultur und Landeskunde

[GERMAN 356](#) German Culture

[GERMAN 499](#) Travel Course

Choose 6 credits from the following courses:

[GERMAN 333](#) Literary Themes

[GERMAN 335](#) Literary Eras

[GERMAN 350](#) Major German Drama

[GERMAN 351](#) Major German Prose Fiction

[GERMAN 352](#) Major German Poetry

Choose 6 credits from the courses listed above or additional courses below:

[GERMAN 345](#) Advanced German Grammar

[GERMAN 357](#) German Cinema

[GERMAN 420](#) Business German

[GERMAN 425](#) German Translation Studies

[GERMAN 498](#) Independent Study

Total Credits (30)

30

<sup>1</sup> Some upper-level courses may be repeated for credit when course content varies. See adviser.

<sup>2</sup> Students interested in studying abroad for one or more semesters should register for the placeholder course [GERMAN 485](#).

## Education Emphasis

### GERMAN Major

**This disciplinary emphasis also requires:**

- Admission to the Education Program.
- Completion of the minor in Secondary Education.
- An oral proficiency exam successfully completed before student can be approved for student teaching.
- Student is required to spend an appropriate period of time in a country where German is spoken or participate in an approved immersion program.

Supporting Courses (6)

<a href="#">GERMAN 202</a>	Intermediate German Language II
----------------------------	---------------------------------

[GERMAN 225](#) Intermediate German Conversation and Composition

Upper-Level Courses (27)

[EDUC 311](#) Teaching Foreign Languages  
[GERMAN 325](#) Advanced German Conversation and Composition  
[GERMAN 329](#) Representative German Authors <sup>1</sup>  
[GERMAN 345](#) Advanced German Grammar  
[GERMAN 485](#) Study Abroad: Germany  
 or [GERMAN 499](#) Travel Course

Choose 3 credits of the following courses:

[GERMAN 355](#) Deutsche Kultur und Landeskunde  
[GERMAN 356](#) German Culture  
[GERMAN 357](#) German Cinema

Choose 3 credits of the following courses:

[GERMAN 333](#) Literary Themes  
[GERMAN 335](#) Literary Eras  
[GERMAN 350](#) Major German Drama  
[GERMAN 351](#) Major German Prose Fiction  
[GERMAN 352](#) Major German Poetry

Choose 6 credits of Elective courses:

Select from any 300-400 German upper level courses

Total Credits (33)

<sup>1</sup> Some upper-level courses may be repeated for credit when course content varies. See adviser.

## GERMAN Minor

**This disciplinary emphasis also requires:**

- [Completion of an interdisciplinary major](#)

Supporting Courses (6)

[GERMAN 202](#) Intermediate German Language II  
[GERMAN 225](#) Intermediate German Conversation and Composition

Upper-Level Courses (12)

[GERMAN 325](#) Advanced German Conversation and Composition  
[GERMAN 329](#) Representative German Authors <sup>1</sup>

Elective courses (choose 6 credits): <sup>2</sup>

[GERMAN 333](#) Literary Themes  
[GERMAN 335](#) Literary Eras  
[GERMAN 345](#) Advanced German Grammar  
[GERMAN 350](#) Major German Drama  
[GERMAN 351](#) Major German Prose Fiction  
[GERMAN 352](#) Major German Poetry  
[GERMAN 355](#) Deutsche Kultur und Landeskunde  
[GERMAN 356](#) German Culture  
[GERMAN 357](#) German Cinema  
[GERMAN 420](#) Business German  
[GERMAN 425](#) German Translation Studies  
[GERMAN 499](#) Travel Course

Total Credits (18)

<sup>1</sup> Some upper-level courses are repeatable for credit when course topic varies. See adviser.

<sup>2</sup> It is recommended that only one of the two courses, [GERMAN 356](#) or [GERMAN 357](#), be used to fulfill requirements for the minor.

## Education Emphasis

### GERMAN Minor

**This disciplinary emphasis also requires:**

- Admission to the Education Program.
- Completion of a major in Education.
- An oral proficiency exam successfully completed before student can be approved for student teaching.
- Student is required to spend an appropriate period of time in a country where German is spoken or participate in an approved immersion program.

Supporting Courses (6)

<a href="#">GERMAN 202</a>	Intermediate German Language II
<a href="#">GERMAN 225</a>	Intermediate German Conversation and Composition

Upper-Level Courses (18)

<a href="#">EDUC 311</a>	Teaching Foreign Languages
<a href="#">GERMAN 325</a>	Advanced German Conversation and Composition
<a href="#">GERMAN 329</a>	Representative German Authors <sup>1</sup>
<a href="#">GERMAN 345</a>	Advanced German Grammar
<a href="#">GERMAN 485</a>	Study Abroad: Germany
or <a href="#">GERMAN 499</a>	Travel Course

Elective courses (choose 3 credits):

<a href="#">GERMAN 333</a>	Literary Themes
<a href="#">GERMAN 335</a>	Literary Eras
<a href="#">GERMAN 350</a>	Major German Drama
<a href="#">GERMAN 351</a>	Major German Prose Fiction
<a href="#">GERMAN 352</a>	Major German Poetry
<a href="#">GERMAN 355</a>	Deutsche Kultur und Landeskunde
<a href="#">GERMAN 356</a>	German Culture
<a href="#">GERMAN 357</a>	German Cinema
<a href="#">GERMAN 420</a>	Business German
<a href="#">GERMAN 425</a>	German Translation Studies

Total Credits (24)

<sup>1</sup> Some upper-level courses may be repeated for credit when course content varies. See adviser.

## Spanish Self Study Report

### Section A. Mission Statement and Program Description.

The Spanish program shares the mission of Modern Languages and Humanistic Studies, programs of which it is a part. All aspects of the Program promote the acquisition of practical, marketable communication skills, the ability to closely analyze complex texts and ideas, knowledge of and sensitivity to a broad spectrum of world cultures, and sensitivity to values and socio-cultural issues. Mission statement and program objectives are similar to Modern Languages.

Spanish addresses the UWGB Core/Select Mission and the Guiding Principles in the following manner:

By design, the Spanish Academic program integrates a variety of disciplinary and interdisciplinary fields, including, literature, film studies, history, philosophy, the fine arts, phonetics, philology, linguistics, cultural and ethnic studies, and international studies. The Program offers both a major and minor in Spanish. The Program contributes courses to General Education in the area of World Cultures and Writing Emphasis, to Humanistic Studies, History, Education, First Year Seminars and International Business minor. Other areas to which the Spanish program contributes are the International Office, American Intercultural Center and the Office of Outreach and Extension. The Spanish Academic Program serves UW--Green Bay's multi-disciplinary approach to learning and to the internationalization of the campus.

Spanish faculty incorporate innovative teaching methods and technology into their classes which include, but are not limited to the use of D2L, digital TV and computer assisted instruction. The faculty has implemented much of the latest research in proficiency pedagogy. The Spanish Program has extensive ties to the community and meets regional needs in a number of ways. Faculty and students regularly serve as consultants, translators and interpreters for individuals and businesses. The Program addresses the needs of non-traditional students and community members through outreach and evening courses, travel courses, lectures and cultural events, provides service to high schools (student-teacher supervision) and organizes internships and partnership programs with a number of local organizations to provide students with opportunities to develop an engaged citizenship. The literary and cultural studies components of the Spanish courses include study of social issues, value conflicts, and problem resolution, impacting Latin America, Spain, Africa (Equatorial New Guinea), Asia (The Philippines), and the United States. Students are introduced in their study of events and texts to regional and global issues including racism, majority/minority relations and other conflict issues. The language curriculum challenges students to think critically through the study and discussion of ethnic and cross-cultural issues, and through their training in close textual analysis. The program improves communication skills in the student's first and second languages; combats provincialism, introduces students to a great diversity of thought and global experience; and sensitizes them to the notion of cultural relativity. Spanish faculty regularly participate in local, national, and international conferences, publish in premier venues in the field, and engage in ongoing studies of critical areas of their disciplines to expand their knowledge as well as the curriculum. Spanish faculty actively cultivate partnerships with other programs at UWGB, within the UW System and within the national and international communities. The Spanish faculty serve as advisors of under-represented ethnic groups, work closely with the American Intercultural Center and the International Center and participate in campus diversity initiatives such as cultural awareness programming, personal and cultural support and advocacy for students of differing cultural origins, alumni involvement, and university committees aimed at developing campus diversity.

#### Program curricular strengths

Despite a decrease in the enrollment in upper-level foreign language courses across the nation, the Spanish program at UW-Green Bay maintains a solid enrollment and continues to attract more students. According to institutional data, the four Spanish faculty in the program serve 65 majors and at least 76 minors. In addition, every semester approximately 700 students take UW-Green Bay Spanish classes (250-300 on

campus and 350-400 through the fifteen high schools associated through the dual enrollment College Credit in High School program).

One of the Spanish program's areas of strength is the quality and breadth of the academic offerings. Spanish courses offered by our faculty range from language acquisition classes to Latin American and Peninsular literatures, cultures and histories, art, cinema, linguistics and translation and interpretation among others. In addition, supervised internships and service learning components are part of the regular offerings, with about 75% of graduating students completing one or the other. Study abroad opportunities are also one of the strengths of the program, and students can find a variety of programs abroad to satisfy some of the academic requirements of the major and minor. 85% of the students in the Spanish major study abroad. In exit interviews and other program assessment measures, graduating Spanish seniors rate studying abroad as one of their greatest experiences while at UW-Green Bay. In sum, with a very limited number of faculty, the Spanish program provides UW-Green Bay students with a variety of learning experiences to complete their education. Spanish faculty receives sustained praise by UW-Green Bay students and administrators for their significant contributions to the students' academic experience.

In addition to the aforementioned academic offerings, the Spanish program plays a pivotal role in the education of local K-12 Foreign Language teachers. The Teaching Methodology course the pre-service teachers need to take is taught regularly by Spanish faculty. In addition to becoming Spanish as a Foreign Language teachers, Spanish majors have been crucial to the area need of bilingual teachers, and they continue to find employment in the Green Bay local schools both as teachers of Spanish and as bilingual teachers as well. The Spanish program works closely with the Education faculty in the preparation and teaching of courses for future bilingual teachers.

Generally speaking, the UW-Green Bay Spanish program continues to promote quality teaching and research that integrates the languages, literatures, cultures and linguistic aspects of the Spanish-speaking world. The Spanish faculty shares its expertise with the university community, the city of Green Bay and other national and international educational institutions. The Spanish program contributes significantly to the university's goal of civic engagement by connecting with different local organizations through internship programs. Some of the agencies we work closely are Boys and Girls Club, Literacy Council, NEW Community Clinic, Legal Action, Einstein Project as well as local public schools etc. Through multiple internships, the Spanish faculty and students are actively involved in the community.

Most recently, the Spanish faculty have been involved in two major grants offered by the Wisconsin Humanities Council: "Latinos, 500 years," and "The Culture of Fusion." Numerous cultural events were programmed on campus and the community as part of these grants.

The Spanish faculty also organizes every semester multiple extracurricular activities and invite internationally known guest speakers to the campus to address the students and present their work. In addition, Spanish faculty regularly participate in the "Great Books" series conducted at the local library and give presentations to the Green Bay Film Society on contemporary Spanish and Latin American films. The faculty has also established a *Tertulia*, an informal weekly gathering of faculty, students, staff and community members on campus to speak Spanish and practice conversational skills.

Spanish heritage speakers are an important segment of the university's multi-cultural student population, and the Spanish program is becoming a crucial program for this type of students.

#### Areas of need of improvement

An area that needs serious attention is faculty retention. This issue has been noted at every Spanish program review/self-study and it continues to be a significant problem. The lack of faculty stability has a direct impact on the overall student experience and this is especially true in the area of student advising and student/faculty interaction and collaborations. The retention of faculty in a competitive academic field that is growing nationally as fast as Spanish is a sustained problem at UW-Green Bay. Salaries at UW-Green Bay are lower than at comparable institutions and working conditions are less advantageous. The Spanish program just lost a talented tenured faculty to another institution for these very reasons. The new teaching load to be implemented next semester will exacerbate even more this retention problem.

Despite these circumstances, the Spanish program continues to be very strong and attracts a significant number of students, who in their comments to questionnaires designed by UW-Green Bay's Assessment Office indicate that the program provides them with the essential elements that characterize an excellent liberal arts education. Graduating Seniors Exit Interviews, Alumni Surveys and regular evaluations of the program administered by Spanish faculty reiterate the overall student satisfaction with the quality of education they get (see appendix).

### **Section B. Student Learning Outcomes and Assessment**

#### 1. Learning Outcomes:

Students graduating with a Spanish major are expected to:

- Speak standard Spanish at advanced-low level as defined by ACTFL
- Read non-technical prose at advanced level as defined by ACTFL
- Comprehend clearly articulated conversations on everyday topics in standard Spanish at the ACTFL advanced level.
- Write about non-technical topics at the intermediate-high/advanced ACTFL level.
- Demonstrate an advanced knowledge of Spanish/Latin American cultures.
- Have read great works of Spanish/Latin American literature and have a sense of their place in literary history.
- Research literary and cultural topics and report findings.
- Obtain skills to help them qualify for professional work in various areas such as teaching, translating and interpreting, positions in business appropriate to students in the languages or be prepared to attend graduate school.
- Reflect on the social values of the culture(s) they are studying and be able to draw reasoned comparisons to their own culture on topics important to the culture(s) being studied.

Students graduating with a Spanish minor are expected to:

- Speak standard Spanish at the ACTFL intermediate-high level.
- Read non-technical prose at the ACTFL intermediate level.
- Comprehend clearly articulated conversations on everyday topics in standard Spanish at the ACTFL intermediate level.
- Write about non-technical topics at the intermediate/intermediate-high ACTFL.
- Demonstrate an advanced knowledge of Spanish/Latin American cultures.
- Have read great works of Spanish/Latin American literature and have a sense of their place in literary history.
- Research literary and cultural topics and report findings.
- Reflect on the social values of the culture(s) they are studying and be able to draw reasoned comparisons to their own culture on topics important to the culture(s) being studied.

Methods used to assess learning outcomes:

Performance in the above stated areas is measured primarily through tests (writing, grammar, vocabulary etc), essays (writing skills, analytical skills), and frequent oral examinations (listening, comprehension and speaking abilities) which are part of every Spanish course. There is an on-going assessment embedded in the courses that address both content and skills acquisition. In addition, students wanting to become student-teachers are required to pass an Oral Proficiency Exam administered by an external agency, and they need to show results at the intermediate-high level (ACTFL) after the completion of their coursework and prior to being approved to student teach. They must also prove participation in an immersion (study-abroad) experience. The exams provided by the external agency show that the majority of the Spanish majors exceed the DPI proficiency standards at least by one level (ACTFL). In addition, exit interviews for graduating seniors and program surveys are conducted periodically to see what the students see as program areas of strength or areas in need of improvement.

Describe conclusions and specific actions.

- a) Program modifications: the Spanish program changed the supporting course area and pre-requisites for the major and minor rising the level of linguistic proficiency a student needs to have in order to take upper-level classes. In addition, the name of the program was changed from “Spanish” (which indicates too much focus on language acquisition) to “Spanish and Latin American Studies.” This renaming of the program intended to high light the academic importance of courses in the major focused on culture and literature as well language.
- b) Assessment conclusions pointed to the fact that a) some students lack knowledge of specific information (i.e. geography, historical facts) and b) some students fall slightly behind in the speaking fluency established as a learning outcome. Specific measures undertaken to address these two issues were: a) readjusting the proficiency benchmarks to more realistic expectations, b) developing a new course, *Introduction to Cultural Studies*, with the purpose of establishing a stronger cultural foundation for students entering the major and minor, c) changing the supporting

courses, with the intent to increment the level of proficiency required to enter the major or minor, and d) incorporating a “coaching” system in the supporting courses to ensure that the students enter the major and minor with a stronger proficiency base. Through this “coaching” system students work on-line with a native speaker for at least half an hour every week for the duration of a semester. The “coaching” sessions provide students with much needed individualized practice in speaking, listening and comprehension in the target language.

- c) Other curricular changes to the program implied the addition of an on-line upper level literature course in the summer. All the Spanish course offerings in summer are on-line. They include introductory level courses, intermediate level courses, and now, an upper-level course on Spanish and Latin American literature for majors and minors. The “coaching” system was also added to this course, thus insuring the students’ progress in oral communication skills. The addition of an upper-level course in summer offers majors and minor the possibility of continuing their studies and practice of the language without a summer-break interruption.
- d) Curricular collaborations. Due to community and university needs, a new Certificate program was created in the field of Bilingual/ TESL education. Professor Ortiz and Professor Cortes (from the Education Department) have collaborated in putting together the certificate program and in offering a team taught course on Bilingual Trends in Education.
- e) Since the last program review, the following new study abroad programs were developed:
  - 1) Alicante Immersion Program (Spain). Through this program, students who do not wish to spend a semester or year abroad can have a shorter immersion experience for five weeks during the summer. The students take two courses at Universidad de Alicante and live with a family for the duration of their stay in Spain. This is a UW-Green Bay faculty led program.
  - 2) Argentina Immersion Program (Mendoza, Argentina). Through this program, students take classes at the Universidad de Cuyo in Mendoza, Argentina, during the Winterim break. Students spend four weeks abroad living with a local family and taking the equivalent to six credits of courses at the local university. This is a UW-Green Bay faculty led program.
  - 3) Environmental Sustainability (Huatulco, México). A new 3 credit course focused on environmental issues and sustainable practices in this region. This is a hybrid course combining on-line instruction and one week of residency in the “Green Globe” certified town of Huatulco. Students study eco-friendly practices and sustainable development issues.
  - 4.) Universidad del Desarrollo (Santiago, Chile). Through the Scholar in Residency program, a faculty from this university was invited to teach at UW-Green Bay for a semester. A delegation from UW-Green Bay went to Chile in summer of 2013, and since then there has been an exchange of faculty and students (groups accompany by a faculty) from both universities participating in reciprocal visits. Next Fall, UW-Green Bay is expecting the first semester-long exchange student from Chile.
- d) Creation of new Internships/Externships

Currently Spanish students can be placed in several local organizations to use their Spanish skills in a professional setting. Some new local partnerships added since the last review include:

- Educational: Mentoring program at Lombardi Middle School (in collaboration with CESA 7 and AmeriCorps-Vista program).

The Spanish students are also given multiple opportunities in the program to apply their knowledge to real life situations. Examples of work completed by students under the supervision of a Spanish faculty are:

- Einstein Project (Translation of science project pamphlets and forms, letters to parents, posters for the Science Fair etc)
- Legal Action of Wisconsin (Translation into Spanish of different brochures such as BadgerCare Plus, Child Care assistance, forms to request a Court appointed Civil Lawyer etc).
- Green Bay Public Schools (Translation of letters to parents informing them of different workshops and parent-education classes).

### **Section C. Program Accomplishments and students' success**

The Spanish program continues to have a good employment placement for their majors. In addition, and according to institutional data, more Spanish students aspire or are pursuing graduate studies than before. In 2013, a Spanish major received the Outstanding Student Award (Andrea Reisenauer). Numerous Spanish majors and minors are recognized at the Chancellor's Award Ceremony (ie three this Fall, 2016) and at least one or two graduate every semester with distinctions and honors in the major. In addition, the Spanish program, along with Modern Languages, continues to hold an Academic Excellence Award for majors every Spring. Two graduating majors are selected annually to receive this award.

During the period under review Professor Cristina Ortiz was promoted to full professor and Professor Fernandez Meardi received promotion to Associate Professor. In addition, Ortiz received the endowed Patricia W. Baer professorship and got an appointment as Global Studies faculty. She has been selected to be the Commencement speaker at the December 2016 graduation ceremony.

Both Professor Fernandez Meardi and Professor Ortiz are respected scholars who continue to be very active and productive in their fields. They both present at national and international conferences and continue to publish regularly (Updated vitae are available in the web page of the Spanish program).

In addition, Professor Ortiz has been able to attend the American Council for Teachers of Foreign Languages national conference for the past three years thanks to the funds provided by the professorship she holds. Her attendance to this major national conference has allowed her to be up to date with the most current trends in foreign language pedagogy, technological innovations, new publications and national trends in the field of foreign language teaching.

A complete and updated cv of Professor Ortiz is available at:  
<http://www.uwgb.edu/spanish/faculty/Ortiz.asp>

A complete and updated cv of Professor Fernandez-Mardi is available at:  
<http://www.uwgb.edu/spanish/faculty/Fernandez-Mearidi.asp>

#### Section D. Program Enrollment Trends and Analysis

The demographic population of the Spanish program mirrors the student population of UW-Green Bay with an increased number of female students in the program and a majority of students self-identifying as “white.” Something notable is that the program continues to attract a significant number of students who self-identify as Latino/Hispanic and is increasing the number of self-identified African Americans in the program, again following university trends in the increment of these targeted student populations. With this demographic composition in mind, the faculty is always making sure that the content of the curriculum speaks to this diverse student body. Social issues, economic, gender and ethnic inequities, immigration and many similar topics are regularly discussed in many of the Spanish courses.

#### -Green Bay Factbook Tables: Demographic Minors, past five years

Type=Major Plan\_Title=Spanish&Latin American Studies

	Students				
	Fall				
	2012	2013	2014	2015	2016
<b>All</b>	76	74	74	54	66
<b>Class</b>					
<b>1-Freshman</b>	6	3	3	1	7
<b>2-Sophomore</b>	8	9	10	6	15
<b>3-Junior</b>	20	17	16	14	13
<b>4-Senior</b>	42	45	45	33	31
<b>Enrollment_Status</b>					
<b>Full-time</b>	72	70	70	47	59
<b>Part-time</b>	4	4	4	7	7
<b>Gender</b>					
<b>Female</b>	61	58	60	45	53
<b>Male</b>	15	16	14	9	13
<b>Age_Category</b>					
<b>1. Under 25</b>	70	70	71	52	60
<b>2. 25 to 29</b>	4	3	2	1	4
<b>4. 40 to 49</b>	1	1	1	.	1
<b>5. 50 and Over</b>	1	.	.	1	1
<b>Background</b>					
<b>1. African American</b>	1	1	.	.	2
<b>2. Hispanic/Latino</b>	17	15	11	8	11
<b>5. Other Asian</b>	.	1	1	.	.
<b>7. White</b>	57	56	60	45	52
<b>8. Two or More</b>	.	.	.	1	1
<b>9. International</b>	1	1	2	.	.

### Section E. Program's Vision for Future Development

In the next seven years, the major goals will be focused on developing a Master program in Spanish. There has been a great deal of interest from community members for some time (high school teachers in particular) in the creation of such a program and this intent has come up in previous self-studies and program reviews. The faculty is devising an on-line Master program. However, the lack of stability in the faculty had a negative impact on the development of a Master program.

### Section F. Summary and concluding statement

In summary, the Spanish program is an important part of Liberal Arts and Sciences. It is particularly valuable in helping UW-Green Bay meet its goals of community engagement and internationalizing the student experience. The program has the potential to grow and should be given the support and encouragement necessary to do so in accordance with the recommendations described above.

### Section G. Attachments

#### G.1

## Academic Plan: Spanish

Institutional Research - Run date: 23FEB2016

	Fall Headcounts						
	2009	2010	2011	2012	2013	2014	2015
<b>Declared Majors, end of term</b>	72	72	81	76	73	75	55
<b>Declared Minors, end of term</b>	88	83	85	95	90	106	91

	Fall Declared Majors - Characteristics													
	2009		2010		2011		2012		2013		2014		2015	
<b>Female</b>	6 3	88 %	5 8	81 %	6 8	84 %	6 1	80 %	5 7	78 %	6 1	81 %	4 6	84%
<b>Minority</b>	9	13 %	1 2	17 %	1 3	16 %	1 4	18 %	1 6	22 %	1 2	16 %	7	13%
<b>Age 26 or older</b>	5	7%	3	4%	1	1%	2	3%	1	1%	1	1%	1	2%

	Fall Declared Majors - Characteristics													
	2009		2010		2011		2012		2013		2014		2015	
<b>Location of HS: Brown County</b>	26	36%	16	22%	19	23%	21	28%	21	29%	20	27%	12	22%
<b>Location of HS: Wisconsin</b>	66	92%	63	88%	74	91%	65	86%	67	92%	70	93%	55	100%
<b>Attending Full Time</b>	65	90%	66	92%	75	93%	72	95%	69	95%	71	95%	48	87%
<b>Freshmen</b>	3	4%	2	3%	1	1%	6	8%	3	4%	3	4%	1	2%
<b>Sophomores</b>	8	11%	14	19%	16	20%	8	11%	9	12%	11	15%	6	11%
<b>Juniors</b>	30	42%	13	18%	25	31%	20	26%	17	23%	16	21%	14	25%
<b>Seniors</b>	31	43%	43	60%	39	48%	42	55%	44	60%	45	60%	34	62%

	Fall Declared Majors - Characteristics						
	2009	2010	2011	2012	2013	2014	2015
<b>Average HS Cumulative G.P.A.</b>	3.45	3.44	3.45	3.46	3.48	3.50	3.55
<b>Average ACT Composite Score</b>	23.6	23.5	23.6	23.5	23.6	23.5	24.4
<b>Average ACT Reading Score</b>	24.1	24.3	24.3	24.6	24.9	24.3	25.4
<b>Average ACT English Score</b>	23.5	23.5	24.0	24.1	23.8	23.6	24.5
<b>Average ACT Math Score</b>	23.6	23.2	22.9	22.4	22.9	23.4	24.5
<b>Average ACT Science Score</b>	23.0	22.7	22.9	23.0	23.1	22.9	23.3

## Academic Plan: Spanish

Institutional Research - Run date: 23FEB2016

	Fall Declared Majors - Characteristics						
	2009	2010	2011	2012	2013	2014	2015
Percent started as Freshmen	57%	58%	67%	64%	66%	67%	75%
Percent started as Transfers	43%	42%	33%	36%	34%	33%	25%
Percent with prior AA degree	7%	8%	4%	5%	4%	5%	2%
Percent with prior BA degree	7%	6%	4%	4%	4%	4%	2%

	Calendar Year Headcounts						
	2009	2010	2011	2012	2013	2014	2015
Graduated Majors (May, Aug. & Dec.)	15	15	21	29	22	22	27
Graduated Minors (May, Aug. & Dec.)	27	34	26	22	32	26	28

	Characteristics of Graduated Majors													
	2009		2010		2011		2012		2013		2014		2015	
Graduates who are... Women	1	100%	1	87%	1	81%	2	83%	1	82%	1	82%	2	81%
... Student	5		3		7		4		8		8		2	
	4	27%	1	7%	4	19%	3	10%	8	36%	7	32%	5	19%

	Characteristics of Graduated Majors													
	2009		2010		2011		2012		2013		2014		2015	
<b>s of Color</b>														
<b>... Over 26 Years Old</b>	3	20%	3	20%	5	24%	7	24%	3	14%	3	14%	3	11%
<b>Graduates earning Degree Honors</b>	7	47%	6	40%	10	48%	15	52%	12	55%	11	50%	12	44%

	Characteristics of Graduated Majors						
	2009	2010	2011	2012	2013	2014	2015
<b>Average Credits Completed Anywhere</b>	146	144	145	148	149	152	140
<b>Average Credits Completed at UWGB</b>	121	111	123	118	122	119	111
<b>Average Cum GPA for Graduates</b>	3.42	3.40	3.43	3.49	3.46	3.41	3.41

# Academic Subject: SPANISH

Institutional Research - Run date: 23FEB2016

			Headcount Enrollments, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	99	110	103	114	106	100	125
		2-Summer	9	50	39	28	57	51	15
		3-Fall	226	234	207	196	204	150	144
		All	334	394	349	338	367	301	284
	2-Upper	1-Spring	184	167	179	179	172	184	104
		2-Summer	.	.	.	.	.	.	.
		3-Fall	117	126	129	141	118	148	90
		All	301	293	308	320	290	332	194
	All		635	687	657	658	657	633	478
	IST/FEX	1-Lower	1-Spring	.	1	.	.	.	.
2-Summer			.	.	.	.	.	.	.
3-Fall			.	2	.	.	.	.	.
All			.	3	.	.	.	.	.
2-Upper		1-Spring	3	10	3	3	1	3	9
		2-Summer	1	2	1	2	2	1	5
		3-Fall	3	1	1	1	2	5	7

			Headcount Enrollments, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
		All	7	13	5	6	5	9	21
	All		7	16	5	6	5	9	21
All			642	703	662	664	662	642	499

## Academic Subject: SPANISH

Institutional Research - Run date: 23FEB2016

			Student Credit Hours, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	350	385	358	396	371	345	395
		2-Summer	27	194	147	112	212	187	60
		3-Fall	730	763	676	642	665	478	460
		All	1107	1342	1181	1150	1248	1010	915
	2-Upper	1-Spring	552	501	537	537	516	552	312
		2-Summer	.	.	.	.	.	.	.
		3-Fall	351	378	387	423	354	444	270
		All	903	879	924	960	870	996	582
	All		2010	2221	2105	2110	2118	2006	1497
	IST/FEX		1-Spring	.	2	.	.	.	.

			Student Credit Hours, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
	1-Lower	2-Summer	.	.	.	.	.	.	.
		3-Fall	.	3	.	.	.	.	.
		All	.	5	.	.	.	.	.
	2-Upper	1-Spring	9	22	7	4	1	9	26
		2-Summer	3	6	4	6	6	3	13
		3-Fall	9	3	3	3	5	15	19
		All	21	31	14	13	12	27	58
	All	21	36	14	13	12	27	58	

## Academic Subject: SPANISH

Institutional Research - Run date: 23FEB2016

			Lectures and Lab/Discussion Sections (#)						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	4	4	4	4	4	4	6
		2-Summer	1	3	5	2	5	4	2
		3-Fall	9	9	8	8	8	7	6
		All	14	16	17	14	17	15	14
		1-Spring	7	7	8	9	8	9	6

			Lectures and Lab/Discussion Sections (#)						
			2009	2010	2011	2012	2013	2014	2015
	2-Upper	2-Summer	.	.	.	.	.	.	.
		3-Fall	4	5	6	6	6	7	5
		All	11	12	14	15	14	16	11
	All	25	28	31	29	31	31	25	
All			25	28	31	29	31	31	25

## Academic Subject: SPANISH

Institutional Research - Run date: 23FEB2016

			Average Section Size of Lectures							
			2009	2010	2011	2012	2013	2014	2015	
Lectures	1-Lower	1-Spring	24.8	27.5	25.8	28.5	26.5	25.0	20.8	
		2-Summer	9.0	16.7	7.8	14.0	11.4	12.8	7.5	
		3-Fall	25.1	26.0	25.9	24.5	25.5	21.4	24.0	
		All	23.9	24.6	20.5	24.1	21.6	20.1	20.3	
	2-Upper	1-Spring	26.3	23.9	22.4	19.9	21.5	20.4	17.3	
		2-Summer	.	.	.	.	.	.	.	
		3-Fall	29.3	25.2	21.5	23.5	19.7	21.1	18.0	
		All	27.4	24.4	22.0	21.3	20.7	20.8	17.6	
	All			25.4	24.5	21.2	22.7	21.2	20.4	19.1

	Unique Lecture Courses Delivered in Past Four Years						
	2009	2010	2011	2012	2013	2014	2015
<b>1-Lower</b>	5	5	5	5	6	6	6
<b>2-Upper</b>	16	15	14	13	15	14	14

	General Education as a Percent of all Credits in Lectures						
	2009	2010	2011	2012	2013	2014	2015
<b>1-Lower</b>	38%	35%	40%	38%	37%	42%	63%
<b>2-Upper</b>	100%	100%	100%	100%	100%	100%	100%

## Budgetary Unit: HUS

Institutional Research - Run date: 23FEB2016

	Instructional Staff Headcounts and FTEs						
	2009	2010	2011	2012	2013	2014	2015
<b>Full Professors (FT)</b>	1	0	2	2	5	4	4
<b>Associate Professors (FT)</b>	15	13	14	14	12	15	12
<b>Assistant Professors (FT)</b>	6	7	7	7	6	3	2
<b>Instructors and Lecturers (FT)</b>	1	4	2	2	3	2	4
<b>Total Full-time Instructional Staff</b>	23	24	25	25	26	24	22
<b>Part-time Instructional Staff</b>	8	14	14	.	.	.	.

		Instructional Staff Headcounts and FTEs						
		2009	2010	2011	2012	2013	2014	2015
<b>FTE of Part-time Faculty</b>		2.5	2.8	2.8	.	.	.	.
<b>Total Instructional FTE</b>		25.5	26.8	27.8	.	.	.	.

		Student Credit Hours per Faculty FTE						
		2009	2010	2011	2012	2013	2014	2015
<b>SCH per Full-time Faculty FTE</b>		364	342	337	.	.	.	.
<b>SCH per Part-time Faculty FTE</b>		1294	1077	955	.	.	.	.
<b>SCH per Faculty FTE</b>		430	419	390	.	.	.	.

**Graduating Senior Survey:  
2011, 2012, 2013, 2014 & 2015**

		Graduation Year	Spanish	UWGB Overall
<b>Graduates:</b>	2011	18	1185	
	2012	22	1293	
	2013	15	1229	
	2014	16	1233	
	2015	26	1250	
<b>Response Rate*</b>	2011-2015	25/97 (26%)	2805/6190 (45%)	

\* Note: % response misses double-majors who choose to report on their other major.

**Table 1: Rating the MAJOR**

(A = 4, B = 3.0, etc.)

	Unit of Analysis	2011-2015						
		N	mean	A	B	C	D	F
Clarity of major requirements	SPAN	25	3.6	64%	32%	4%	0%	0%
	UWGB	2800	3.5	59%	33%	6%	1%	1%
Reasonableness of major requirements	SPAN	25	3.6	64%	28%	8%	0%	0%
	UWGB	2793	3.5	58%	34%	6%	1%	1%
Variety of courses available in your major	SPAN	25	3.0	36%	32%	32%	0%	0%
	UWGB	2786	3.1	36%	41%	17%	5%	1%
Frequency of course offerings in your major	SPAN	25	2.8	20%	48%	20%	12%	0%
	UWGB	2782	2.8	23%	42%	24%	8%	3%
Times courses were offered	SPAN	25	3.0	28%	48%	20%	4%	0%
	UWGB	2730	2.9	30%	41%	21%	6%	2%
Quality of internship, practicum, or field experience	SPAN	11	3.2	55%	27%	9%	0%	9%
	UWGB	1595	3.4	58%	27%	9%	3%	2%
Quality of teaching by faculty in your major	SPAN	25	3.5	64%	28%	4%	4%	0%
	UWGB	2785	3.4	52%	37%	9%	1%	<1%
Knowledge and expertise of the faculty in your major	SPAN	25	3.8	76%	24%	0%	0%	0%
	UWGB	2800	3.6	69%	26%	4%	1%	<1%
Faculty encouragement of your educational goals	SPAN	24	3.4	58%	29%	8%	4%	0%
	UWGB	2768	3.4	57%	29%	10%	3%	1%
Overall quality of advising received from the faculty in your major	SPAN	24	3.3	63%	21%	4%	8%	4%
	UWGB	2680	3.2	55%	24%	12%	5%	4%

**Table 1: Rating the MAJOR**

(A = 4, B = 3.0, etc.)

	Unit of Analysis	2011-2015						
		N	mean	A	B	C	D	F
Availability of your major advisor for advising	SPAN	23	3.3	65%	13%	13%	4%	4%
	UWGB	2660	3.4	61%	23%	9%	4%	3%
Ability of your advisor to answer university questions	SPAN	24	3.5	75%	8%	13%	0%	4%
	UWGB	2626	3.4	65%	20%	9%	4%	2%
Ability of your advisor to answer career questions	SPAN	22	3.3	68%	9%	9%	9%	5%
	UWGB	2333	3.2	54%	26%	13%	4%	3%
In-class faculty-student interaction	SPAN	25	3.4	64%	24%	4%	8%	0%
	UWGB	2590	3.1	45%	29%	13%	13%	<1%
Overall grade for your major ( <b>not</b> an average of the above)	SPAN	25	3.4	52%	36%	12%	0%	0%
	UWGB	2771	3.4	50%	41%	7%	1%	<1%

**Table 2. Job related to major while completing degree?**

	Unit of Analysis	n	Full-time		Part-time		No
			Paid	Non-paid	Paid	Non-paid	
2011-2015 percent	SPAN	25	4%	0%	24%	4%	68%
	UWGB	2789	16%	1%	33%	5%	45%

**Table 3. "If you could start college over"**

	Unit of Analysis	n	UW-Green Bay		Another college		No BA degree
			Same major	Different major	Same major	Different major	
2011-2015 percent	SPAN	25	64%	8%	12%	16%	0%
	UWGB	2790	68%	13%	13%	5%	1%

**Table 4. Plans regarding graduate/professional study**

	Unit of Analysis	n	Already admitted	Have applied	Plan to eventually attend	NA/have not applied yet
2011-2015 percent	SPAN	24	0%	8%	54%	38%
	UWGB	2128	8%	12%	61%	19%

**Table 5. Highest degree planned**

	Unit of Analysis	n	Bachelor's	Master's	Specialist's	Professional	Doctoral
2011-2015 percent	SPAN	25	40%	52%	0%	0%	8%
	UWGB	2790	33%	48%	2%	5%	12%

**Table 6. General Education preparation**

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Critical analysis skills.	SPAN	25	56%	2.6	24	17%	1.9
	UWGB	2655	63%	2.6	2579	37%	2.2
Problem-solving skills.	SPAN	24	63%	2.6	24	17%	1.8
	UWGB	2653	70%	2.7	2570	39%	2.2
Understanding biology and the physical sciences.	SPAN	25	8%	1.7	23	4%	1.6
	UWGB	2545	28%	2.0	2442	26%	2.0
Understanding the impact of science and technology.	SPAN	25	16%	2.0	24	13%	1.8
	UWGB	2569	37%	2.2	2467	28%	2.1
Understanding social, political, geographic, and economic structures.	SPAN	25	48%	2.4	24	38%	2.1
	UWGB	2596	34%	2.2	2528	31%	2.1

**Current proficiency vs. Contribution of Gen Ed to current proficiency**

(3-pt. scale; 3 = high, 2 = medium, 1 = low)

**Table 6. General Education preparation**

Current proficiency vs. Contribution of Gen Ed to current proficiency  (3-pt. scale; 3 = high, 2 = medium, 1 = low)	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Understanding the impact of social institutions and values.	SPAN	25	52%	2.5	24	33%	2.1
	UWGB	2605	49%	2.4	2530	40%	2.3
Understanding the significance of major events in Western civilization.	SPAN	25	48%	2.4	23	26%	2.0
	UWGB	2576	33%	2.1	2496	33%	2.1
Understanding the role of the humanities in identifying and clarifying values.	SPAN	25	48%	2.4	24	25%	2.1
	UWGB	2599	39%	2.3	2523	36%	2.2
Understanding at least one Fine Art.	SPAN	25	28%	2.0	24	17%	1.8
	UWGB	2565	39%	2.2	2476	35%	2.1
Understanding contemporary global issues.	SPAN	25	48%	2.4	23	39%	2.2
	UWGB	2587	34%	2.2	2493	29%	2.1
Understanding the causes and effects of stereotyping and racism.	SPAN	25	76%	2.7	22	46%	2.2
	UWGB	2611	61%	2.6	2522	44%	2.3
Written communication skills	SPAN	25	64%	2.6	23	22%	1.8
	UWGB	2629	66%	2.6	2550	46%	2.3
Public speaking and presentation skills	SPAN	25	60%	2.5	23	17%	1.9
	UWGB	2594	45%	2.3	2478	33%	2.1
Computer skills	SPAN	25	44%	2.4	22	0%	1.6
	UWGB	2611	54%	2.5	2476	33%	2.1

**Table 7. Educational experiences**

(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2011-2015		
		n	Strongly Agree or Agree	mean
Because of my educational experiences at UW-Green Bay, I have learned to view learning as a lifelong process.	SPAN	25	84%	4.1
	UWGB	2712	90%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	SPAN	25	76%	3.9
	UWGB	2594	47%	3.3
The UW-Green Bay educational experience encourages students to become involved in community affairs.	SPAN	24	50%	3.4
	UWGB	2594	60%	3.6
My experiences at UW-Green Bay encouraged me to think creatively and innovatively.	SPAN	25	60%	3.7
	UWGB	2705	82%	4.1
My education at UW-Green Bay has given me a “competitive edge” over graduates from other institutions.	SPAN	24	54%	3.4
	UWGB	2592	66%	3.8
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	SPAN	25	56%	3.4
	UWGB	2664	75%	4.0
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	SPAN	25	60%	3.6
	UWGB	2686	73%	3.9
I would recommend UW-Green Bay to a friend, co-worker, or family member.	SPAN	25	80%	4.0
	UWGB	2699	82%	4.2
There is a strong commitment to racial harmony on this campus.	SPAN	24	54%	3.7
	UWGB	2396	60%	3.7
The faculty and staff of UWGB are committed to gender equity.	SPAN	24	88%	4.1
	UWGB	2491	78%	4.1

**Table 7. Educational experiences**

(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2011-2015		
		n	Strongly Agree or Agree	mean
This institution shows concern for students as individuals.	SPAN	25	76%	3.8
	UWGB	2644	75%	4.0
The General Education requirements at UWGB were a valuable component of my education.	SPAN	24	54%	3.1
	UWGB	2565	52%	3.4

**Table 8. Activities while at UW-Green Bay**

	Unit of Analysis	n	Independent	Student org	Internship	Professional	Community	Worked with a faculty member	Study group	Study abroad
2011-2015 percent	SPAN	25	24%	72%	52%	17%	52%	16%	48%	92%
	UWGB	2795	25%	47%	56%	23%	59%	24%	58%	14%

**Table 9. Rating services and resources**

(A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015		
		n	A or B	mean
Library services (hours, staff, facilities)	SPAN	20	75%	3.2
	UWGB	2327	90%	3.4
Library collection (books, online databases)	SPAN	16	94%	3.4
	UWGB	2221	92%	3.5
Admission Office	SPAN	20	90%	3.4
	UWGB	2139	91%	3.4

**Table 9. Rating services and resources**

(A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015		
		n	A or B	mean
Financial Aid Office	SPAN	16	94%	3.6
	UWGB	2033	87%	3.3
Bursar's Office	SPAN	21	86%	3.2
	UWGB	2513	86%	3.3
Career Services	SPAN	13	85%	3.4
	UWGB	1521	85%	3.3
Academic Advising Office	SPAN	18	50%	2.4
	UWGB	2233	77%	3.1
Student Health Services	SPAN	15	87%	3.3
	UWGB	1278	87%	3.4
Registrar's Office	SPAN	20	75%	3.1
	UWGB	2155	91%	3.4
Writing Center	SPAN	7	86%	3.0
	UWGB	935	85%	3.3
University Union	SPAN	25	84%	3.2
	UWGB	2204	88%	3.3
Student Life	SPAN	19	79%	3.3
	UWGB	1329	83%	3.2
Counseling Center	SPAN	2	50%	1.5

**Table 9. Rating services and resources**

(A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015		
		n	A or B	mean
	UWGB	514	82%	3.3
Computer Facilities (labs, hardware, software)	SPAN	20	100%	3.7
	UWGB	2275	95%	3.6
Computer Services (hours, staff, training)	SPAN	18	94%	3.4
	UWGB	2028	92%	3.5
Kress Events Center	SPAN	21	100%	3.8
	UWGB	1846	97%	3.7
Dining Services	SPAN	21	38%	2.2
	UWGB	1883	56%	2.5
American Intercultural Center	SPAN	6	67%	2.7
	UWGB	358	87%	3.4
International Office	SPAN	15	80%	3.0
	UWGB	351	82%	3.2
Residence Life	SPAN	17	88%	3.4
	UWGB	1137	76%	3.0
Bookstore	SPAN	24	71%	3.0
	UWGB	2657	80%	3.1

### Alumni Survey: 2011, 2012, 2013, 2014 & 2015

	Survey year	Graduation Year	Spanish	UWGB Overall
<b>Graduates:</b>	2011	2007-2008	7	1162
	2012	2008-2009	13	1133
	2013	2009-2010	14	1295
	2014	2010-2011	18	1309
	2015	2011-2012	29	1458
<b>Response Rate*</b>	2011-2015		5/81 (6%)	867/6357 (14%)

\* Note: % response misses double-majors who chose to report on their other major.

**Table 1. Preparation & Importance**

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2011-2015					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Critical analysis skills.	SPAN	5	40%	3.4	5	80%	4.0
	UWGB	654	58%	3.6	635	74%	4.1
Problem-solving skills.	SPAN	5	60%	3.6	5	100%	4.6
	UWGB	651	60%	3.7	634	77%	4.2
Understanding biology and the physical sciences.	SPAN	5	60%	3.4	4	25%	2.8
	UWGB	628	45%	3.4	598	32%	2.7
Understanding the impact of science and technology.	SPAN	5	80%	3.8	5	60%	4.0
	UWGB	633	47%	3.4	617	43%	3.2

**Table 1. Preparation & Importance**

- **Preparation by UWGB (5-pt. scale; 5 = excellent)**
- **Importance to current job or graduate program (5-pt. scale; 5 = very important)**

	Unit of Analysis	2011-2015					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Understanding social, political, geographic, and economic structures.	SPAN	5	60%	3.8	5	40%	3.4
	UWGB	637	54%	3.6	626	52%	3.4
Understanding the impact of social institutions and values.	SPAN	5	80%	3.8	5	60%	3.8
	UWGB	641	60%	3.7	623	56%	3.5
Understanding the significance of major events in Western civilization.	SPAN	5	20%	3.0	4	0	2.5
	UWGB	631	49%	3.4	594	30%	2.7
Understanding a range of literature.	SPAN	5	20%	3.0	4	0	2.5
	UWGB	623	48%	3.4	603	31%	2.8
Understanding the role of the humanities in identifying and clarifying individual and social values.	SPAN	5	60%	3.6	5	40%	3.2
	UWGB	631	52%	3.5	609	40%	3.1
Understanding at least one Fine Art, including its nature and function(s).	SPAN	5	40%	3.6	4	50%	3.5
	UWGB	631	53%	3.5	598	30%	2.7
Understanding contemporary global issues.	SPAN	5	40%	3.6	5	40%	3.4
	UWGB	637	49%	3.4	617	47%	3.3
Understanding the causes and effects of stereotyping and racism.	SPAN	5	20%	3.2	5	40%	2.8
	UWGB	635	56%	3.6	616	50%	3.4
Written communication skills.	SPAN	5	40%	3.2	5	80%	4.2
	UWGB	651	67%	3.9	630	77%	4.2

**Table 1. Preparation & Importance**

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2011-2015					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Public speaking and presentation skills.	SPAN	5	40%	3.2	5	80%	4.2
	UWGB	646	56%	3.6	630	71%	4.0
Reading skills.	SPAN	5	40%	3.2	5	80%	4.4
	UWGB	646	61%	3.7	627	75%	4.1
Listening skills.	SPAN	5	60%	3.4	5	80%	4.2
	UWGB	644	63%	3.7	628	78%	4.2
Leadership and management skills.	SPAN	5	40%	3.4	5	80%	4.2
	UWGB	648	59%	3.6	628	77%	4.2

**Table 2. Educational experiences**

(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
My educational experiences at UW-Green Bay helped me to learn or reinforced my belief that learning is a lifelong process.	SPAN	5	100%	4.2
	UWGB	861	90%	4.3
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	SPAN	5	80%	4.0
	UWGB	849	52%	3.4
	SPAN	5	80%	4.0

**Table 2. Educational experiences**

(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
Students at UW-Green Bay are encouraged to become involved in community affairs.	UWGB	845	59%	3.6
My experiences and course work at UW-Green Bay encouraged me to think creatively and innovatively.	SPAN	5	100%	4.0
	UWGB	857	87%	4.1
The interdisciplinary, problem-focused education provided by UW-Green Bay gives its graduates an advantage when they are seeking employment or applying to graduate school.	SPAN	5	60%	3.8
	UWGB	851	77%	4.0
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	SPAN	5	100%	4.2
	UWGB	861	83%	4.1
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	SPAN	5	80%	4.2
	UWGB	853	72%	3.9
I would recommend UW-Green Bay to co-worker, friend, or family member.	SPAN	5	100%	4.8
	UWGB	861	90%	4.4
The General Education requirements at UWGB were a valuable component of my education.	SPAN	5	80%	4.0
	UWGB	813	57%	3.5
UWGB cares about its graduates.	SPAN	5	100%	4.2
	UWGB	827	63%	3.7
I feel connected to UWGB.	SPAN	5	60%	3.8
	UWGB	849	46%	3.3

	n	UW-Green Bay	Another college
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	Unit of Analysis		Same major	Different major	Same major	Different major	No bachelor's degree anywhere
2011–2015 percent	SPAN	5	40%	60%	0	0	0
	UWGB	858	65%	22%	6%	6%	1%

	Unit of Analysis	2011–2015			
		n	A or B	C or D	mean
Quality of teaching.	SPAN	5	100%	0	3.6
	UWGB	864	95%	5%	3.6
Knowledge and expertise of the faculty.	SPAN	5	100%	0	3.8
	UWGB	862	98%	2%	3.7
Faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views).	SPAN	5	100%	0	3.6
	UWGB	860	92%	8%	3.6
Importance and relevance of courses to professional and academic goals.	SPAN	5	80%	20%	3.0
	UWGB	856	89%	11%	3.4
Advising by faculty (e.g., accuracy of information).	SPAN	5	80%	20%	2.4
	UWGB	840	87%	12%	3.4
Availability of faculty (e.g., during office hours).	SPAN	5	80%	20%	2.6
	UWGB	842	93%	8%	3.5
Overall grade for the major (not a sum of the above).	SPAN	4	75%	25%	3.0
	UWGB	855	95%	5%	3.5

**Table 5. Highest degree planned**

	Unit of Analysis	n	Bachelor's	Master's	Specialist	Professional	Doctoral
2011-2015 percent	SPAN	4	75%	25%	0	0	0
	UWGB	861	38%	44%	1%	4%	11%

**Table 6. Graduate/professional study plans**

	Unit of Analysis	n	Already graduated	Currently enrolled	Accepted, not enrolled	Rejected	Have not applied
2011-2015 percent	SPAN	1	0	100%	0	0	0
	UWGB	543	24%	22%	4%	2%	47%

**Table 7. Current employment status**

	SPAN (n = 5)	UWGB (n = 861)
Employed full-time (33 or more hours/week)	80%	79%
Employed part-time	20%	11%
Unemployed, seeking work	0	4%
Unemployed, not seeking work	0	2%
Student, not seeking work	0	4%

**Table 8. Satisfaction with current job** (5-pt. scale; 5 = very satisfied)

	Unit of Analysis	n	Very satisfied or satisfied	mean
2011-2015 percentage	SPAN	5	40%	3.4
	UWGB	768	74%	3.9

**Table 9. Minimum educational requirements for current job**

	SPAN (n = 5)	UWGB (n = 748)
High school or less	0	19%

Certificate	0	3%
Associate's degree	20%	12%
Bachelor's degree	80%	58%
Graduate degree	0	8%

**Table 10. Extent to which job relates to major**

	SPAN (n = 5)	UWGB (n = 765)
Very related	20%	48%
Somewhat related	60%	33%
Not at all related	20%	19%

**Table 11. Current income**

	SPAN (n = 5)	UWGB (n = 745)
Under \$20,000	0	12%
\$20,000 to \$25,999	20%	10%
\$26,000 to \$29,999	40%	9%
\$30,000 to \$35,999	20%	18%
\$36,000 to \$39,999	20%	12%
\$40,000 to \$49,999	0	17%
\$50,000 or more	0	22%

**Employers, Locations, and Job Titles**

Schneider National	Green Bay	Wisconsin	Carrier Services Representative
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Green Bay Area Public Schools	Green Bay	Wisconsin	Spanish Teacher
Green Bay Packaging - Coated Products Division	Green Bay	WI	Quality Control Technician

## G.2 (Information available on <http://www.uwgb.edu/spanish/>)

What does the Spanish Program at UWGB provide?

- The Spanish Program provides students with communication skills in both written and spoken Spanish and gives them an understanding of appreciation, literatures, and cultures of the Spanish speaking countries.
- Stronger ties with the Spanish-speaking world. The growing number of Spanish-speakers in the United States have significantly increased the need for teachers and speakers of Spanish. Although some students choose to study Spanish primarily for personal growth and intellectual enrichment, graduates in Spanish have found satisfying careers in teaching, international business, translating and interpreting, personnel work, public relations, business management, social work, government service, and other fields.
- The Spanish major is an excellent preparation for graduate study. Certainly, proficiency in a foreign language and understanding of other cultures are essential for peace in a mutually interdependent world. Learning a new language is a life-long endeavor, only part of which can be accomplished in the classroom.
- All students of Spanish are strongly encouraged to take advantage of the opportunities faculty provide to travel and study in Spain, Mexico, Guatemala, and South America. Additionally, many ways exist to interact with the Hispanic community of Green Bay.

### SPANISH AND LATIN AMERICAN STUDIES Major

**This disciplinary emphasis also requires:**

- Completion of an interdisciplinary major or minor (<http://catalog.uwgb.edu/undergraduate/planning/interdisciplinary-majors-minors>)

#### Supporting Courses 6

SPANISH 225 Composition and Conversation I

SPANISH 226 Composition and Conversation II

#### Upper-Level Courses 24

SPANISH 328 Introduction to Cultural Studies in Spanish

SPANISH 329 Representative Spanish and Latin American Authors

SPANISH 345 Advanced Spanish Grammar

SPANISH 438 Major Spanish and Latin American Writer(s) 1

SPANISH 358 Latin America Today

or SPANISH 359 The Cultures of the Americas

SPANISH 360 Spain Today

or SPANISH 361 The Cultures of Spain

#### Elective Courses (choose 6 credits of the following):

SPANISH 351 Major Spanish and Latin American Fiction

SPANISH 355 Spanish and Latin American Cinema

SPANISH 357 Cultura Latina

SPANISH 358 Latin America Today

SPANISH 359 The Cultures of the Americas

SPANISH 360 Spain Today

SPANISH 361 The Cultures of Spain

SPANISH 372 Spanish Phonetics

SPANISH 465 Special Topics 1

SPANISH 485 Study Abroad: Spain and Latin America

SPANISH 498 Independent Study

SPANISH 499 Travel Course

**Total Credits 30**

<sup>1</sup> Some upper-level courses are repeatable for credit when topic varies

## Education Emphasis

### SPANISH AND LATIN AMERICAN STUDIES Major

#### This disciplinary emphasis also requires:

- Admission to the Education Program.
- Completion of the minor in Secondary Education.
- An oral proficiency exam successfully completed before student can be approved for student teaching.
- Student is required to spend an appropriate period of time in a country where Spanish is spoken or participate in an approved immersion program.

#### Supporting Courses 6

SPANISH 225 Composition and Conversation I

SPANISH 226 Composition and Conversation II

#### Upper-Level Courses 27

EDUC 311 Teaching Foreign Languages

SPANISH 328 Introduction to Cultural Studies in Spanish

SPANISH 329 Representative Spanish and Latin American Authors

SPANISH 345 Advanced Spanish Grammar

SPANISH 372 Spanish Phonetics

SPANISH 358 Latin America Today

or SPANISH 359 The Cultures of the Americas

SPANISH 360 Spain Today

or SPANISH 361 The Cultures of Spain

#### Choose 6 credits of the following courses:

SPANISH 351 Major Spanish and Latin American Fiction

SPANISH 355 Spanish and Latin American Cinema

SPANISH 357 Cultura Latina

SPANISH 438 Major Spanish and Latin American Writer(s) 1

SPANISH 465 Special Topics 1

SPANISH 485 Study Abroad:Spain and Latin America

SPANISH 498 Independent Study

SPANISH 499 Travel Course

#### Total Credits 33

1 Some upper-level courses are repeatable for credit

## G.3

### Dean conclusion:

Spanish: The Spanish program has made a number of changes/modification since the last review based on assessment of student learning including the addition of a course on the study of Latinos in the U.S., and a variable content course. It has also introduced a summer intensive Spanish 101/102 class. The Spanish program has also worked with the Office of Outreach in the development and offering of a “Spanish in the Professions” (SIP) certificate that has been very successful and a good collaboration that has served the community. The Spanish program is exploring the development of a Masters program in Spanish proposal where there has been some community interest expressed particularly with high school teachers.

### AAC conclusion:

### Program Strengths and Areas in Need of Attention

The MLP serves UW-Green Bay and the Northeast Wisconsin community. Modern Languages faculty and students often serve as consultants, translators and interpreters for the regional needs. MLP offers various course delivery options (outreach, evening courses, travel courses, several cultural events, etc.) to meet the demands from the community. Internships at local elementary and middle schools provide important service-learning opportunities. MLP also actively cultivates partnerships with national and international communities.

The Modern Languages Program faculty share many common language goals, which are closely aligned with the American Council for Teaching of Foreign Languages (ACTFL). Some of these learning outcomes are: to develop the ability to speak standard French, German or Spanish at the ACTFL intermediate-high level and to comprehend clearly articulated everyday conversations at the ACTFL advanced level; to read and write about non-technical topics at the ACTFL advanced level; to know selected great works of French, German or Spanish language literature and their context.

MLP has a clear mission statement that shares and supports the mission of the Humanistic Studies program and the UW-Green Bay Core/Select Mission and the Guiding Principles. The acquisition of communication skills, and the ability to closely analyze complex texts and ideas are the primary focus for the MLP, which promotes knowledge of a broad spectrum of world cultures and sensitivity to values and socio-cultural issues.

Advising is generally good within the three major/minor areas of study, and varies within each area, the student demand, and how busy the faculty are doing other university tasks. Assessment in the languages is very good as the use the ACTFL standards and at the upper-level the lower enrollment numbers allow for more effective one-on-one interactions that prevent students from slipping through with the skills needed. Additional staffing would allow for better advising and lower head counts in the lower-level classes.

An MLP accomplishment is the establishment of an International Business Minor in collaboration with the Business Department. It expands opportunities of study abroad as well as internships for language students. It also expands their existing Japanese/German exchange with Saint Norbert College. In addition, the MLP faculty members' strong commitment and ongoing contribution on supervising the Language Resource Center, the Language House, and the Language Clubs make high (some highest) ratings on the alumni survey possible.

Although three language programs have very different needs and experiences, the MLP needs a plan to work together more as one program. The program might work together more to solve staffing issues of retention, advising, language promotion, independent studies, and study abroad. Only 1 - 2 faculty members advise French and German programs respectively, and they handle majors/minors plus higher load internships, independent studies, abroad studies, etc. because of the characteristic of the programs. The Spanish program has the highest number of majors but also the greatest advising need and continues to look at improving advising and accommodating the high demand for Spanish speakers in education, business and aboard.

Additionally, due to increasing demands for second languages by the community, UWGB should offer more introductory level courses in the program, which will add more pressure to the MLP faculty members for maintaining upper level courses. Also, students are taking too many courses taught by a single faculty member for their majors. Even though the MLP faculty members have been able to offer various subjects, it would be more beneficial to both students and faculty members if multiple faculty members with various specialties guide majors.

There are some minor concerns and one of them is how the MLP courses in the St. Norbert College's catalogue are published each year. It is a part of Japanese/German exchange program and needs to be done by the registrar's office in both institutions. This should be communicated to both registrars' at both schools. Also, the ACC suggested to MLP the possibility of offering a Modern Language Major or if on-line courses could be offered. Both suggestions would need additional faculty and may not in long run help MLP be more effective.

Finally, there is another concern brought up by the MLP faculty members. Unlike most of other institutions (state-wide as well as nation-wide), there is currently no language requirement at UWGB and it is in opposition to the UWGB mission that promotes an internationalizing curriculum.

Recommendations include the following:

While there are individual program differences in French, German, and Spanish the AAC recommends that the seven full-time faculty work together more and at the very least would like the next MLP review for the AAC to consolidate their common goals, outcomes and challenges, note the differences and work toward the future together.

Staffing continues to be an issue and will continue as long as the demands are there by the students and community. An additional position in both French and Spanish would go a long way in promoting international and local exchanges.

The administration might also think about adding a language requirement to the UW-Green Bay graduation requirements.

MLP needs to communicate more effectively with the registrar's at St. Norbert College and UW-Green Bay regarding the Japanese/German exchange program.

G.4 (Information available at <http://www.uwgb.edu/assessment/academics/Spanish/>)

A. 2013-2014

### **Spanish | 2013-2014 Assessment Plan**

1. Which outcome will you assess?

Speaking Proficiency levels of Majors in Spanish

2. Which technique will you use to assess this outcome?

Public speaking (Classroom presentations)

Embedded assessment

3. Which course or group of students will you assess on the outcome chosen above and when?

SPAN 438 Major Spanish and Latin American Authors and SPAN 358 Latin America Today

#### **Results:**

1. Please give a brief overview of the data you collected. This can be in any form you feel is appropriate,

such as a table, a short narrative of results, statistical analysis, highlighting findings that were of particular interest, etc. In short, it doesn't matter how you submit your findings.

- Learning outcome assessed: Speaking Proficiency of Spanish Majors
- Learning outcome for the major: Advanced Mid (according to ACTFL)

Assessment methods used:

- Embedded assessment (in-class speaking presentations)
- Oral Proficiency Interviews (final speaking examinations)
- ACTFL test (sample of graduating majors)

Data collected and results:

- 1% of majors assessed reached the Spanish major learning outcome for speaking (Advanced Mid ACTFL)
- 97% of majors assessed reached Advanced Low speaking level according to ACTFL.
- 2% of majors assessed reached Intermediate High speaking level according to ACTFL.

2. How will you use what you've learned from the data that was collected? Some examples are: a change in assessment plan for the following year because you want to drill down deeper to find more or better information, faculty will discuss the data to decide what to do with it, curricular changes, faculty development, etc.

#### Conclusion:

After several meetings and discussions on the assessment results, the decision reached is that an Advanced-Mid speaking level was an unrealistic benchmark for our majors. While a handful of majors reached the Advanced Mid level, the vast majority felt right below at the Advanced Low. Thus, the Spanish faculty has decided to adjust the speaking benchmark for the major to align it with what the assessment results showed us. In addition, we discussed:

- a. The creation of a "senior seminar" for graduating majors. This seminar will allow us to collect data for assessment purposes and make adjustments according to results.
- b. The possibility of requiring that all majors study abroad for a minimum of five weeks.

#### Actions taken ("closing the loop"):

Instead of the required five weeks overseas, the Spanish program introduced a "coaching" system on-line. Through this program the students have the ability to work with a native speaker once a week for the duration of the semester. The "coaching" system was adopted for Supporting courses to the major and in upper-level on-line classes.

### **Spanish | 2014-2015 Assessment Plan**

1. Which outcome will you assess?

o Learning outcome #4: Majors in the Spanish and Latin American Studies program are expected to write about non-technical topics at the intermediate-high/advanced ACTFL level.

2. Which technique will you use to assess this outcome?

o As a form of embedded assessment, we will be evaluating student essays in the courses below according to an assessment rubric inspired by the ACTFL writing proficiency scale. In addition, we will also be considering results from the 2014-2015 ACTFL student examinations.

3. Which course or group of students will you assess on the outcome chosen above and when?
  - o Spanish majors in SPAN 355-Spanish and Latin American Cinema and SPAN 465-Special Topics, who are graduating in May 2015.
4. Who will do the assessment and coordinate the data collection and reporting?
  - o Professor Hernan Fernandez Meardi and Professor Gabriel Saxton-Ruiz will conduct the assessment. Professor Hernan Fernandez Meardi will submit final results.

### **Spanish | 2014-2015 Assessment Report**

1. Please give a brief overview of the data you collected. This can be in any form you feel is appropriate, such as a table, a short narrative of results, statistical analysis, highlighting findings that were of particular interest, etc. In short, it doesn't matter how you submit your findings.

- o Learning outcome assessed: Writing Proficiency of Spanish Majors
- o Learning outcome for the major: Advanced Mid (according to ACTFL)

#### **Assessment methods used:**

- o Embedded assessment (in-class writing assignments)
- o Exams (writing examinations)
- o Reaction papers (sample of graduating majors)

#### **Data collected and results**

- o 5% of majors assessed reached the Spanish major learning outcome for writing (Advanced-Mid ACTFL)

- o 75% of majors assessed reached Advanced Low Writing level according to ACTFL.

- o 20% of majors assessed reached Intermediate High Writing level according to ACTFL.

2. How will you use what you've learned from the data that was collected? Some examples are: a change in assessment plan for the following year because you want to drill down deeper to find more or better information, faculty will discuss the data to decide on curricular changes, further faculty development, etc.

#### Conclusions:

After several meetings and discussions on the assessment results, the decision that the Spanish faculty reached is that an Advanced-Low Writing level is a more realistic benchmark for our majors. While some majors reached the advanced mid learning outcome, the vast majority felt slightly below. Thus, the Spanish faculty has decided to adjust the benchmark for the major to align it with what the results are showing to be our students' language proficiency.

#### Action taken ("Closing the loop"):

Adjustment of the benchmark for the major to align it with what the results are showing to be our students' language proficiency in writing. ML Faculty agreed that it will be a good thing to a) encourage all the students to take the ACTFL examinations in speaking and writing to have an objective measure of the language level attained by the students at the end of their studies, and b) increment the formal and informal writing assignments per class in all the ML courses with writing emphasis designation. This will imply incrementing the credit to WE courses from 3 crs to 4 crs.

## **Spanish | 2015-2016 Assessment Plan**

1. Which outcome will you assess this year (2015-2016)?

“Demonstrate an advanced knowledge of Spanish/Latin American cultures.”

2. Which technique will you use to assess this outcome?

Tests, embedded assessment, papers, projects, interviews and students’ presentations.

3. Which course or group of students will you assess on the outcome chosen above and when?

Spain Today  
Latin America Today

## **Spanish |2015-2016 Assessment Report**

1. Please give a brief overview of the assessment data you collected this year.

For the period of 2015-16, we assessed the cultural competencies of students who have declared a major in Spanish. For this assessment we evaluated two spring 2016 classes: SPAN 358 LATIN AMERICAN TODAY and SPAN 360 SPAIN TODAY.

For LATIN AMERICAN TODAY, the goals proposed for this class in the syllabus are:

“The primary goal of the Latin America Today course is to enlarge the knowledge of Hispanic/Latino cultures while developing an awareness and appreciation of communicative skills in Spanish. This course addresses the role of and convergence of sports, entertainment and the media in Latin American society and culture. The focus is on the analyses of the various factors which led to sports becoming a key part of Latin American society and culture while simultaneously examining the role of the media as a facilitator of such institutionalization. The course addresses socio-cultural factors that shape how people perceive, experience and relate to sports. Much attention will be paid to various individual iconic teams and athletes and the symbiotic relationship with fans and cultural identity.”

The evaluation of targeted students consisted in three exams and a final presentation focusing on a cultural aspect. The exams evaluated students’ capacity to link the material/information learned in class with their own analysis about three topics in the context of Latin America: Sports and media, sport and violence, and sport social heroes/idols. The cultural presentation the students gave consisted in a 15 min demonstration of knowledge on a topic related to the main content of the class, but that was not covered or was not included as part of the syllabus. This required students researching their topic, learning and understanding, and giving a brief public lecture.

For the course SPAIN TODAY

The SPANISH 360 (Spain Today) course provided a panoramic view and analysis of Spanish Cultural History from the first decades of the 20<sup>th</sup> century until the present. Student Learning Objectives/Outcomes

were: Upon successful completion of this course, students will be able to identify important developments in Spain's history, institutions, economy, society and culture; describe and discuss unique cultural aspects of the different regions of Spain and analyze and evaluate everyday cultural traits and specificities and compare them to similar traits in the US.

In addition to the required books assigned as reading material, this course also used several films and a telenovela that chronicle the *transición* from dictatorship to democracy in Spain after Franco's death. As part of the assessment of their knowledge, students were given exams and had to create a blog on a particular topic.

Benchmark	Comments	Summary
“Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.”	As this standard focuses on the practices that are derived from the traditional ideas and attitudes (perspectives) of a specific culture, students were asked to look analyze similarities and differences in a variety of topics in relation to their own culture.	Over all students demonstrated a reflective and solid knowledge and understanding of the social and cultural importance of the cultures Latin America. Most of the students are capable of understanding nuanced variations among different countries of the Spanish speaking world.
“Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.”	This standard focuses on the products of the culture studied and on how they reflect the perspectives of the culture. For Latin American Today students explored the socio-cultural impact of Sports in daily life in Latin American through the study of TV sport shows, documentaries, articles from newspapers, etc.	Cultural presentations reflected students' research and understanding around topics not covered in class. Through their presentations, students showed an understanding of how sports are intertwined with the cultural identity of people in Latin America.
Benchmark	Comments	Summary

<p>Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.”</p>	<p>For the Spain Today course, students were tasked with maintaining a group blog in which they would analyze episodes from various popular Spanish TV shows, comment on a particular program’s relation to Spanish history/society and discuss the key points from class readings (<i>Spain: What Everyone Needs to Know</i> by William Chislett; <i>The Ghosts of Spain</i> by Giles Tremlett and various articles from <i>El País</i>, Spain’s highest-circulation daily newspaper). Students were also required to visit their classmates’ blogs and comment on them on a weekly basis. In order to better assess students’ understanding of Spanish culture, the instructor asked students to write about stereotypes from Spain and other information they knew about the country as part of the introductory blog post for the semester. At the end of the semester, the instructor took time out of the class period to have students reflect on those initial questions regarding Spanish stereotypes and cultural history.</p>	<p>At the end of the semester, the senior Spanish students displayed a much more nuanced view of contemporary Spanish society than what they had at the beginning of the term. Students were able to discuss different historical processes of Spain including the Civil War, the Franco dictatorship, the Transition and the current period of economic and political crisis. In addition, these students were also quite capable of comparing and contrasting cultural differences between Spain and the United States.</p>
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How will you use what you’ve learned from the data that was collected?

Conclusions:

While the great majority of Spanish majors showed an ability to analyze and understand Latin American and Spanish cultures and interpret cultural products in relation to Latin American and Spanish perspectives, nevertheless it was noted that some students continue showing deficiencies in areas of factual knowledge (geographical facts). Thus, the Spanish faculty will continue reinforcing geographical information in culture courses. In addition, Spanish faculty will continue recommending Spanish majors to enroll in other courses outside the discipline yet related to the Spanish major such as GEOG 370 Geography of South America or HIST 358 Political History of Latin America to reinforce the information learned in Spanish courses.

Actions taken (“Closing the loop”):

We created a new course “Introduction to Cultural Studies,” reinforced some of the factual knowledge we want the students to have and incremented the number of quizzes to test this knowledge in different courses.