Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Through exit surveys we ascertained that undergraduate students wanted more opportunities for the practical application of their Spanish skills. In response we have developed the following:
1. Together with the College of Engineering, we developed a summer program in Engineering and Spanish in Pamplona, Spain. Student satisfaction with the program is high, and we have increased the number of double majors.
2. We have expanded our undergraduate course, Spanish Outreach. Demand for the course is high among students and there is always a waiting list.
3. During the past two years two Spanish faculty were Faculty Fellows in service Learning. Two notable accomplishments were organizing Spanish language tours of the UA Natural History Museum this past year, and instituting an internship for this in the upcoming academic year. Furthermore, the Fellows incorporated a service element into some of the undergraduate Spanish courses, which visited local schools and worked with Hispanic students on various activities. According to student evaluations, these activities have been very successful and have improved Spanish language learning.

Mission / Purpose

Our mission is to provide our students with the linguistic and intercultural competence necessary for the global society of the 21st century. We intend to promote language proficiency and instill in our students informed and critical perspectives regarding other cultures and also our own. We are committed to providing this training to our students within a department equipped with the best facilities and technology available, staffed by teachers and scholars with international experience and expertise. Specifically, our mission is:

1. To offer majors a program aimed at advanced language proficiency and significant exposure to the literature and culture of the countries studied. In part this objective is fulfilled by fostering double majors, e.g., language/business; To offer in-depth training in language, literature, linguistics, cultural studies, and theory to graduate students at the MA and Ph.D. levels; To offer basic instruction in modern and classical languages to all students in fulfillment of core curriculum requirements; To train minors in the use of modern and classical languages by offering a minimum of three years of classes in the language(s); To offer reading proficiency courses in various languages for graduate students in other programs; To participate with other departments within and outside of the College of Arts and Sciences in offering interdisciplinary studies programs, especially in (a) area studies and period studies, (b) world literature and comparative literature, (c) language pedagogy, (d) linguistics, (e) film studies, and (f) international honors programs; To contribute to increased internationalization by sponsoring appropriate campus events, helping students study abroad, and attracting international students; To advance the academic goals of students by fostering new and challenging contexts: e.g., creating the opportunity for students to study abroad (in summer, semester-long, and year-long programs), offering accelerated and honors sections, incorporating advanced writing components in designated courses, and offering students courses dealing with content as well as language proficiency. To provide services to the community, including sponsoring and organizing a wide variety of educational and social events related to languages and culture, for example: foreign films, conferences and symposia, state-wide language club conventions, etc.; To serve the community and the state as the principal institution offering expert training in modern and classical languages; To train students to teach modern and classical languages in schools, colleges and universities throughout the state; To promote research in literature, linguistics, cultural and interdisciplinary studies, and to offer the greatest pool of expertise in modern language studies and classical studies in the state of Alabama. In this regard, the Department of Modern Languages and Classics affirms its special commitment to the promotion of scholarly research leading to the development of new knowledge and to the enhanced standing of the University.

Goals

G 1: Outcome 1: Lang. Proficiency

Results are mixed, half acceptable and half not. Over the year, faculty sought to collect more data than previously, but it is clear that more attention needs to be focused on implementing 1.1. Faculty will discuss a better strategy in fall 2012. Results of 1.2 seem to indicate that learners are achieving benchmarks well.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Language Proficiency

Students will demonstrate intermediate/high or advanced levels of language proficiency.

Relevant Associations:

Results are mixed, half acceptable and half not. Over the year, faculty sought to collect more data than previously, but it is clear that more attention needs to be focused on implementing 1.1. Faculty will discuss a better strategy in fall 2013. Results of 1.2 seem to indicate that learners are achieving benchmarks well.
Related Measures

M 1: Placement Exam
Based on students' performance on a Standardized placement exam, 75% of students will be placed into 400 level courses.

Source of Evidence: Standardized test of subject matter knowledge

Target:
75% of students will score at least 500 on the placement exam

Related Action Plans (by Established cycle, then alpha):

1.1 Re-evaluation of implementation of placement exam
The drop in implementation of measure 1.1 of 50% over the past two years has brought the numbers of learners meeting the benchmark down to 3. The success % this year was 33%, fairly apart from the 75% target. Faculty will discuss in early fall 2012 how wider implementation might be carried out. Presumably greater implementation will elicit more even success.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Placement Exam | Outcome/Objective: Language Proficiency

Implementation Description: Faculty will come to consensus on what tactics may be used to ensure greater implementation of measure 1.1. in the coming 2012-2013 assessment cycle.

Projected Completion Date: 09/2012
Responsible Person/Group: Spanish faculty

M 2: Essay Assessment in 400-level
Essay assessment in 400-level course demonstrates intermediate/high or advanced writing proficiency based on a grading rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
75% of students demonstrate intermediate-high writing proficiency or higher

SLO 2: Historical and Cultural Understanding
Students will demonstrate a broad understanding of the history and culture of the target language areas

Connected Documents
Curriculum Maps II-Spanish B.A.
Curriculum Maps I-Spanish B.A.

Relevant Associations:
Measure 2.1 results were not strong, and faculty find them unsatisfactory. 2.2 results were strong and seem appropriate. The measure/exam for 2.1 will be reevaluated in fall 2013, and faculty will determine if a new measure is needed, or if different teaching strategies are required. The only change from the previous year was that more participation was sought and attained in one concentration.

Related Measures

M 3: History / Culture Exam
A pass/fail exam explicitly on history/culture yields at least an 80% success rate

Source of Evidence: Standardized test of subject matter knowledge

Connected Documents
2.1 Spanish Lat. Amer. Hist-Civ Exam
2.1 Spanish Peninsular Hist-Civ Exam

Target:
80% success from sampling of students taking the pass/fail history/culture exam

M 4: Final Exam / Project
Final exam or project is basis for categorizing at least 80% of students as having "satisfactory" or "exceptional understanding" as opposed to "developing understanding" on a grading rubric.

Source of Evidence: Standardized test of subject matter knowledge

Connected Document
2.2, 3.1, 3.2 FLLT (French, German) and Spanish rubrics

Target:
80% of students will rate at least "satisfactory" with the measure's rubric

SLO 3: Critical Thinking: Analysis; Synthesis
Students will demonstrate critical thinking

Connected Documents
Curriculum Maps II-Spanish B.A.
Curriculum Maps I-Spanish B.A.

Relevant Associations:
Faculty pleased that the learners met the benchmark. More systematic implementation of the assessment will be discussed. No major changes necessary.

Related Measures
M 5: Analysis of ideas
Essay assessment in 400-level course demonstrates ability to interpret and analyze (break down) ideas based on relevant contexts. 80% of students rated as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding” on a grading rubric.
Source of Evidence: Writing exam to assure certain proficiency level

Connected Document
2.2, 3.1, 3.2 FLLT (French, German) and Spanish rubrics

Target:
80% of students rated as “satisfactory” on a writing rubric

M 6: Synthesis of ideas
Literature course final exam/project demonstrates ability to synthesize (put together) various levels of complexity. 80% of students rated as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding” on a grading rubric.
Source of Evidence: Standardized test of subject matter knowledge

Connected Document
2.2, 3.1, 3.2 FLLT (French, German) and Spanish rubrics

Target:
80% of students rated as “satisfactory” or better on a rubric assessing ability to synthesize

SLO 4: Oral Proficiency
Students will demonstrate oral language proficiency at the intermediate/high level based on the Standards of the American Council on the Teaching of Foreign Languages

Connected Documents
Curriculum Maps II-Spanish B.A.
Curriculum Maps I-Spanish B.A.

Relevant Associations:
Faculty are generally pleased with having met the benchmark for both measures. The benchmark is an approximately recognized national norm (Byrnes 1999, Carroll 1967), and indicates appropriate linguistic proficiency for our learners. Otherwise implementation of the measures could somewhat increase to achieve a larger sampling. No substantial change is necessary.

Related Measures
M 7: Oral Exam, Upper Division
Oral exam in upper division level course will demonstrate that 80% of students have progressed to the appropriate linguistic level.
Source of Evidence: Academic direct measure of learning - other

Target:
80% of students will demonstrate at least the intermediate-high level of oral proficiency

M 8: Oral Task, Upper Division
Orally-based task in upper division course yields 80% passing rate
Source of Evidence: Academic direct measure of learning - other

Target:
80% of students rated as intermediate-high or better on a speaking task

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 5: Program Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 9: List of strengths from accreditation review
List of strengths from most recent accreditation review (specific to the degree program).
Source of Evidence: Academic indirect indicator of learning - other

M 10: List of opportunities from accreditation review
List of opportunities from most recent accreditation review (specific to the degree program).
Source of Evidence: Academic direct measure of learning - other

M 11: List of actions taken based on review
List of actions taken based on most recent accreditation review (specific to the degree program).
Source of Evidence: Academic indirect indicator of learning - other

M 12: Summary of impacts
Summary of impacts as a result of actions taken (specific to the degree program).
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 6: Optimal Program Enrollments and Degree Completion
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 13: Number of Students in Undergraduate Major
Number of students in the undergraduate major for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

M 14: Number of Degrees in Undergraduate Major
Number of degrees in the undergraduate major for last August+December+May commencements
Source of Evidence: Academic indirect indicator of learning - other

M 15: Number of Degrees Awarded to ACHE
Relation of number of degrees awarded to ACHE viability standards
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 7: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves

Related Measures

M 16: Graduating Senior Survey Results-quality of major
On the graduating senior survey, the number and percent of majors who indicated that the quality of their major was good or excellent.
Source of Evidence: Student satisfaction survey at end of the program
Target: Based on a sample of graduating seniors, 100% indicated that the quality of their major was good or excellent.

M 17: Graduating Senior Survey Results-preparation for employment
On the graduating senior survey, the number and percent of majors who indicated that the quality of courses as preparation for employment after graduation was good or excellent.
Source of Evidence: Student satisfaction survey at end of the program
Target: Based on a sample of graduating seniors, 100% indicated that the quality of their major was good or excellent.

M 18: Graduating Senior Survey Results-preparation for further study
On the graduating senior survey, the number and percent of majors who indicated that the quality of the courses in preparation for graduate or professional school was good or excellent.
Source of Evidence: Student satisfaction survey at end of the program
Target: Based on the graduating senior survey, 75% of majors will indicate that the quality of the courses in preparation for graduate or professional school was good or excellent.

M 19: Graduating Senior Survey Results-overall experience
On the graduating senior survey, the number and percent of majors who indicated that their overall experience at UA was good or excellent.
Source of Evidence: Student satisfaction survey at end of the program
Target: Based on the graduating senior survey, 75% of majors will indicate that their overall experience at UA was good or excellent.

OthOtcm 8: Teach at superior level
Faculty will teach at a superior level.

Related Measures

M 20: A&S student evaluations
A&S student evaluations: At least 60% of faculty will receive above average ratings on the A&S scale for the question: How would you rate your teacher?
Source of Evidence: Student course evaluations on learning gains made

M 21: Departmental student evaluations
Departmental student evaluations: Results will substantiate A&S evaluations.
Source of Evidence: Student course evaluations on learning gains made

OthOtcm 9: Contribute to the Production of knowledge
Faculty members will contribute actively to the production of knowledge in the fields of literature, culture, linguistics, and theory.

Related Measures

M 22: Faculty Activity Reports
Faculty Activity Reports: Faculty should average at least one refereed scholarly publication each academic year.
Source of Evidence: Academic indirect indicator of learning - other

M 23: Scholarly conference presentation
Faculty Activity Reports: Faculty should average at least one scholarly conference presentation each academic year.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 10: Provide services
Faculty members will provide service and outreach with their expertise to the community and profession.

Related Measures

M 24: Faculty engagement in community and professional service
Faculty Activity Reports: At least 40% of faculty should be engaged in community and/or professional service at the
M 25: Faculty engagement in professional service
Faculty Activity Reports: At least 40% of faculty should be engaged in professional service at the regional, national or international level.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 11: Program Quality
The program will improve and sustain a high level of recognized quality.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

1.1 Re-evaluation of implementation of placement exam
The drop in implementation of measure 1.1 of 50% over the past two years has brought the numbers of learners meeting the benchmark down to 3. The success % this year was 33%, fairly apart from the 75% target. Faculty will discuss in early fall 2012 how wider implementation might be carried out. Presumably greater implementation will elicit more even success.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Placement Exam | Outcome/Objective: Language Proficiency

Implementation Description: Faculty will come to consensus on what tactics may be used to ensure greater implementation of measure 1.1. in the coming 2012-2013 assessment cycle.
Projected Completion Date: 09/2012
Responsible Person/Group: Spanish faculty

2.1 Re-evaluation of SP (Spanish) Hist.-Civ. Exam
Based on falling short of the benchmark for success of 80% by 45%, faculty wish to discuss in early fall 2012 the possibilities of either adjusting the benchmark, usage of another more appropriate measure, adjusting this measure to be more realistic, or implementing different teaching strategies to facilitate learning. Initial discussion indicates that there is not yet a consensus of opinion among faculty.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Implementation Description: Faculty will come to consensus on which of the four possibilities above under "Description" is appropriate for our learners. If the measure is to be changed, it will be used in the 2012-2013 assessment cycle.
Projected Completion Date: 09/2012
Responsible Person/Group: Spanish faculty
Mission / Purpose

Our mission is to provide our students with the linguistic and intercultural competence necessary for the global society of the 21st century. We intend to promote language proficiency and instill in our students informed and critical perspectives regarding other cultures and also our own. We are committed to providing this training to our students within a department equipped with the best facilities and technology available, staffed by teachers and scholars with international experience and expertise. Specifically, our mission is: To offer majors a program aimed at advanced language proficiency and significant exposure to the literature and culture of the country/ies studied. In part this objective is fulfilled by fostering double majors, e.g., language/business; To offer in-depth training in language, literature, linguistics, cultural studies, and theory to graduate students at the MA and Ph.D. levels; To offer basic instruction in modern and classical languages to all students in fulfillment of core curriculum requirements; To train minors in the use of modern and classical languages by offering a minimum of three years of classes in the language(s); To offer reading proficiency courses in various languages for graduate students in other programs; To participate with other departments within and outside of the College of Arts and Sciences in offering interdisciplinary studies programs, especially in (a) area studies and period studies, (b) world literature and comparative literature, (c) language pedagogy, (d) linguistics, (e) film studies, and (f) international honors programs; To contribute to increased internationalization by sponsoring appropriate campus events, helping students study abroad, and attracting international students; To advance the academic goals of students by fostering new and challenging contexts: e.g., creating the opportunity for students to study abroad (in summer, semester-long, and year-long programs), offering accelerated and honors sections, incorporating advanced writing components in designated courses, and offering students courses dealing with content as well as language proficiency. To provide services to the community, including sponsoring and organizing a wide variety of educational and social events related to languages and culture, for example: foreign films, conferences and symposia, state-wide language club conventions, etc.; To serve the community and the state as the principal institution offering expert training in modern and classical languages; To train students to teach modern and classical languages in schools, colleges and universities throughout the state; To promote research in literature, linguistics, cultural and interdisciplinary studies, and to offer the greatest pool of expertise in modern language studies and classical studies in the state of Alabama. In this regard, the Department of Modern Languages and Classics affirms its special commitment to the promotion of scholarly research leading to the development of new knowledge and to the enhanced standing of the University.

Goals

G 1: Outcome 1: Lang. Proficiency

Results are mixed, half acceptable and half not. Over the year, faculty sought to collect more data than previously, but it is clear that more attention needs to be focused on implementing 1.1. Faculty will discuss a better strategy in fall 2012.

Results of 1.2 seem to indicate that learners are achieving benchmarks well.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Language Proficiency

Students will demonstrate intermediate/high or advanced levels of language proficiency

Related Documents
Curriculum Maps II-Spanish B.A.
Curriculum Maps I-Spanish B.A.

Relevant Associations:

Results are mixed, half acceptable and half not. Over the year, faculty sought to collect more data than previously, but it is clear that more attention needs to be focused on implementing 1.1. Faculty will discuss a better strategy in fall 2013.

Results of 1.2 seem to indicate that learners are achieving benchmarks well.

Related Measures

M 1: Placement Exam

Based on students' performance on a Standardized placement exam, 75% of students will be placed into 400 level courses.

Source of Evidence: Standardized test of subject matter knowledge

Target: 75% of students will score at least 500 on the placement exam

Finding (2012-2013) - Target: Not Met

25% of students met the benchmark out of a sampling of 55 students. This is a larger sampling than from last year but 31 of the 55 students have no data for the placement test. This will alter the findings tremendously. Assessment measure not attached since it is the UA online placement exam and varies in presentation.

Interpretation: More participation is necessary. Spanish faculty should address a strategy to increase assessment participation.

Related Action Plans (by Established cycle, then alpha):

1.1 Re-evaluation of implementation of placement exam

The drop in implementation of measure 1.1 of 50% over the past two years has brought the numbers of learners meeting the benchmark down to 3. The success % this year was 33%, fairly apart from the 75% target. Faculty will discuss in early fall 2012 how wider implementation might be carried out. Presumably greater implementation will elicit more even success.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Placement Exam | Outcome/Objective: Language Proficiency

Implementation Description: Faculty will come to consensus on what tactics may be used to ensure greater implementation of measure 1.1. in the coming 2012-2013 assessment cycle.
Projected Completion Date: 09/2012
Responsible Person/Group: Spanish faculty

M 2: Essay Assessment in 400-level
Essay assessment in 400-level course demonstrates intermediate/high or advanced writing proficiency based on a grading rubric.
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
75% of students demonstrate intermediate-high writing proficiency or higher

Finding (2012-2013) - Target: Met
44 of 55 learners scored at the Intermediate-high rating or higher. The 44 learners comprise a sampling of those graduating. This is an 82% success rate and thus meets the target. Interpretation: Results are good. They are somewhat lower than last year’s 90% success rate. Assessment tool: Scale to evaluate students’ writing is on page 13 of the American Council on the Teaching of Foreign Languages’ online document "ACTFL Proficiency Guidelines 2012": http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

SLO 2: Historical and Cultural Understanding
Students will demonstrate a broad understanding of the history and culture of the target language areas

Connected Documents
Curriculum Maps II-Spanish B.A.
Curriculum Maps I-Spanish B.A.

Relevant Associations:
Measure 2.1 results were not strong, and faculty find them unsatisfactory. 2.2 results were strong and seem appropriate. The measure/exam for 2.1 will be reevaluated in fall 2013, and faculty will determine if a new measure is needed, or if different teaching strategies are required. The only change from the previous year was that more participation was sought and attained in one concentration.

Related Measures

M 3: History / Culture Exam
A pass/fail exam explicitly on history/culture yields at least an 80% success rate
Source of Evidence: Standardized test of subject matter knowledge

Connected Documents
2.1 Spanish Lat. Amer. Hist-Civ Exam
2.1 Spanish Peninsular Hist-Civ Exam

Target:
80% success from sampling of students taking the pass/fail history/culture exam

Finding (2012-2013) - Target: Partially Met
71% success. 41 of 55 students met the benchmark. With 14 students having no data, this negatively affects the results. Assessment measure attached as "2.1 Spanish Hist.-Civ. Exam" (both Latin American or Peninsular versions). Interpretation: Though the numbers are higher than last year, more participation is necessary. Spanish faculty will address a strategy to increase assessment participation.

M 4: Final Exam / Project
Final exam or project is basis for categorizing at least 80% of students as having "satisfactory" or “exceptional understanding” as opposed to “developing understanding” on a grading rubric.
Source of Evidence: Standardized test of subject matter knowledge

Connected Document
2.2, 3.1, 3.2 FLLT (French, German) and Spanish rubrics

Target:
80% of students will rate at least "satisfactory" with the measure’s rubric

Finding (2012-2013) - Target: Met
95% success. 72 of 76 students met the benchmark, which is virtually a 100% sampling of the number of students graduating this year (along with a few extra not yet graduating). The success remains consistent from last year to this. Participation also remains consistent at 100%. The rubric for this is in the document attached titled "2.2, 3.1, 3.2.." Interpreration: Faculty seem to be pursuing this measure’s assessment more systematically and learners are well prepared.

SLO 3: Critical Thinking: Analysis; Synthesis
Students will demonstrate critical thinking

Connected Documents
Curriculum Maps II-Spanish B.A.
Curriculum Maps I-Spanish B.A.
Relevant Associations:
Faculty pleased that the learners met the benchmark. More systematic implementation of the assessment will be discussed. No major changes necessary.

Related Measures

**M 5: Analysis of ideas**
Essay assessment in 400-level course demonstrates ability to interpret and analyze (break down) ideas based on relevant contexts. 80% of students rates as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding” on a grading rubric.

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Document**

 Connected Document 2.2, 3.1, 3.2 FLLT (French, German) and Spanish rubrics

**Target:**
80% of students rated as “satisfactory” on a writing rubric

**Finding (2012-2013) - Target: Met**
80% success. 44 of 55 students met the benchmark. These results are lower than last year. The participation this year is down 20% from last year. The related rubric is in the attached document titled “2.2, 3.1, 3.2…” Interpretation: Learners met and exceeded the set benchmark. Faculty generally pleased with results that show appropriate learning. No changes needed, except perhaps expanding the number of students getting assessed.

**M 6: Synthesis of ideas**
Literature course final exam/project demonstrates ability to synthesize (put together) various levels of complexity. 80% of students rated as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding” on a grading rubric.

Source of Evidence: Standardized test of subject matter knowledge

**Connected Document**

 Connected Document 2.2, 3.1, 3.2 FLLT (French, German) and Spanish rubrics

**Target:**
80% of students rated as “satisfactory” or better on a rubric assessing ability to synthesize

**Finding (2012-2013) - Target: Met**
80% success. 44 of 55 students met the benchmark. Success rate lower than last year, but amount of assessment decreased by 11 students for this year. The related rubric is in the attached document titled “2.2, 3.1, 3.2…” Interpretation: Learners met and exceeded the set benchmark. Faculty generally pleased with results that show appropriate learning. Faculty will continue to seek higher assessment participation. No major changes needed.

**SLO 4: Oral Proficiency**
Students will demonstrate oral language proficiency at the intermediate/high level based on the Standards of the American Council on the Teaching of Foreign Languages

**Connected Documents**

 Connected Documents Curriculum Maps II-Spanish B.A.  
 Curriculum Maps I-Spanish B.A.

**Relevant Associations:**
Faculty are generally pleased with having met the benchmark for both measures. The benchmark is an approximate recognized national norm (Byrnes 1999, Carroll 1967), and indicates appropriate linguistic proficiency for our learners. Otherwise implementation of the measures could somewhat increase to achieve a larger sampling. No substantial change is necessary.

**Related Measures**

**M 7: Oral Exam, Upper Division**
Oral exam in upper division level course will demonstrate that 80% of students have progressed to the appropriate linguistic level.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of students will demonstrate at least the intermediate-high level of oral proficiency

**Finding (2012-2013) - Target: Met**
80% success. 44 of 55 students met the benchmark. The result is slightly lower than last year, but there was a larger number of students assessed with 11 reporting no results. Implementation could improve. The rubric for the measure is the American Council on the Teaching of Foreign Languages’ national 2012 Proficiency Guidelines document located online on page 7 of:

**M 8: Oral Task, Upper Division**
Orally-based task in upper division course yields 80% passing rate

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of students rated as intermediate-high or better on a speaking task

**Finding (2012-2013) - Target: Met**
81% success. 43 of 53 students met the benchmark. The success result is about the same as last year, with
about the same amount of assessment this year. Implementation could improve somewhat. The rubric for the measure is the American Council on the Teaching of Foreign Languages' national 2012 Proficiency Guidelines document located online on page 7 of:

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 5: Program Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 9: List of strengths from accreditation review
List of strengths from most recent accreditation review (specific to the degree program).
Source of Evidence: Academic indirect indicator of learning - other

M 10: list of opportunities from accreditation review
List of opportunities from most recent accreditation review (specific to the degree program).
Source of Evidence: Academic direct measure of learning - other

M 11: List of actions taken based on review
List of actions taken based on most recent accreditation review (specific to the degree program).
Source of Evidence: Academic indirect indicator of learning - other

M 12: Summary of impacts
Summary of impacts as a result of actions taken (specific to the degree program).
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 6: Optimal Program Enrollments and Degree Completion
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 13: Number of Students in Undergraduate Major
Number of students in the undergraduate major for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

M 14: Number of Degrees in Undergraduate Major
Number of degrees in the undergraduate major for last August+December+May commencements
Source of Evidence: Academic indirect indicator of learning - other

M 15: Number of Degrees Awarded to ACHE
Relation of number of degrees awarded to ACHE viability standards
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 7: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves

Related Measures

M 16: Graduating Senior Survey Results-quality of major
On the graduating senior survey, the number and percent of majors who indicated that the quality of their major was good or excellent.
Source of Evidence: Student satisfaction survey at end of the program

Target:
Based on the graduation senior survey, 75% of students indicate that the quality of their major was good or excellent.

Finding (2012-2013) - Target: Met
Based on a sample of graduating seniors, 100% indicated that the quality of their major was good or excellent.

M 17: Graduating Senior Survey Results-preparation for employment
On the graduating senior survey, the number and percent of majors who indicated that the quality of courses as preparation for employment after graduation was good or excellent.
Source of Evidence: Student satisfaction survey at end of the program

Target:
Based on the graduating senior survey, 75% of majors will indicate that the quality of courses as preparation for employment after graduation was good or excellent.

Finding (2012-2013) - Target: Met
Based on a sample of graduating seniors, 100% indicated that the quality of courses as preparation for employment after graduation was good or excellent.

M 18: Graduating Senior Survey Results-preparation for further study
On the graduating senior survey, the number and percent of majors who indicated that the quality of the courses in preparation for graduate or professional school was good or excellent.
Source of Evidence: Student satisfaction survey at end of the program
Target:
Based on the graduating senior survey, 75% of majors will indicate that the quality of the courses in preparation for graduate or professional school was good or excellent.

Finding (2012-2013) - Target: Met
Based on a sampling of graduating seniors, 100% of majors indicate that the quality of the courses in preparation for graduate or professional school was good or excellent.

M 19: Graduating Senior Survey Results-overall experience
On the graduating senior survey, the number and percent of majors who indicated that their overall experience at UA was good or excellent.

Source of Evidence: Student satisfaction survey at end of the program

Target:
Based on the graduating senior survey, 75% of majors will indicate that their overall experience at UA was good or excellent.

Finding (2012-2013) - Target: Met
Based on a sampling of graduating seniors, 100% of majors indicate that their overall experience at UA was good or excellent.

OthOtcm 8: Teach at superior level
Faculty will teach at a superior level.

Related Measures
M 20: A&S student evaluations
A&S student evaluations: At least 60% of faculty will receive above average ratings on the A&S scale for the question: How would you rate your teacher?
Source of Evidence: Student course evaluations on learning gains made

M 21: Departmental student evaluations
Departmental student evaluations: Results will substantiate A&S evaluations.
Source of Evidence: Student course evaluations on learning gains made

OthOtcm 9: Contribute to the Production of knowledge
Faculty members will contribute actively to the production of knowledge in the fields of literature, culture, linguistics, and theory.

Related Measures
M 22: Faculty Activity Reports
Faculty Activity Reports: Faculty should average at least one refereed scholarly publication each academic year.
Source of Evidence: Academic indirect indicator of learning - other

M 23: Scholarly conference presentation
Faculty Activity Reports: Faculty should average at least one scholarly conference presentation each academic year.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 10: Provide services
Faculty members will provide service and outreach with their expertise to the community and profession.

Related Measures
M 24: Faculty engagement in community and professional service
Faculty Activity Reports: At least 40% of faculty should be engaged in community and/or professional service at the local or state level.
Source of Evidence: Academic indirect indicator of learning - other

M 25: Faculty engagement in professional service
Faculty Activity Reports: At least 40% of faculty should be engaged in professional service at the regional, national or international level.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 11: Program Quality
The program will improve and sustain a high level of recognized quality.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

1.1 Re-evaluation of implementation of placement exam
The drop in implementation of measure 1.1 of 50% over the past two years has brought the numbers of learners meeting the benchmark down to 3. The success % this year was 33%, fairly apart from the 75% target. Faculty will discuss in early fall 2012 how wider implementation might be carried out. Presumably greater implementation will elicit more even success.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Placement Exam | Outcome/Objective: Language Proficiency

Implementation Description: Faculty will come to consensus on what tactics may be used to ensure greater implementation of measure 1.1 in the coming 2012-2013 assessment cycle.
Projected Completion Date: 09/2012
Responsible Person/Group: Spanish faculty
### 2.1 Re-evaluation of SP (Spanish) Hist.-Civ. Exam

Based on falling short of the benchmark for success of 80% by 45%, faculty wish to discuss in early fall 2012 the possibilities of either adjusting the benchmark, usage of another more appropriate measure, adjusting this measure to be more realistic, or implementing different teaching strategies to facilitate learning. Initial discussion indicates that there is not yet a consensus of opinion among faculty.

<table>
<thead>
<tr>
<th>Established in Cycle</th>
<th>Implementation Status</th>
<th>Priority</th>
<th>Implementation Description</th>
<th>Projected Completion Date</th>
<th>Responsible Person/Group</th>
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<tbody>
<tr>
<td>2011-2012</td>
<td>Planned</td>
<td>High</td>
<td>Faculty will come to consensus on which of the four possibilities above under &quot;Description&quot; is appropriate for our learners. If the measure is to be changed, it will be used in the 2012-2013 assessment cycle.</td>
<td>09/2012</td>
<td>Spanish faculty</td>
</tr>
</tbody>
</table>
Mission / Purpose

Our mission is to provide our students with the linguistic and intercultural competence necessary for the global society of the 21st century. We intend to promote language proficiency and instill in our students informed and critical perspectives regarding other cultures and also our own. We are committed to providing this training to our students within a department equipped with the best facilities and technology available, staffed by teachers and scholars with international experience and expertise. Specifically, our mission is: To offer majors a program aimed at advanced language proficiency and significant exposure to the literature and culture of the country(ies) studied. In part this objective is fulfilled by fostering double majors, e.g., language/business; To offer in-depth training in language, literature, linguistics, cultural studies, and theory to graduate students at the MA and Ph.D. levels; To offer basic instruction in modern and classical languages to all students in fulfillment of core curriculum requirements; To train minors in the use of modern and classical languages by offering a minimum of three years of classes in the language(s); To offer reading proficiency courses in various languages for graduate students in other programs; To participate with other departments within and outside of the College of Arts and Sciences in offering interdisciplinary studies programs, especially in (a) area studies and period studies, (b) world literature and comparative literature, (c) language pedagogy, (d) linguistics, (e) film studies, and (f) international honors programs; To contribute to increased internationalization by sponsoring appropriate campus events, helping students study abroad, and attracting international students; To advance the academic goals of students by fostering new and challenging contexts: e.g., creating the opportunity for students to study abroad (in summer, semester-long, and year-long programs), offering accelerated and honors sections, incorporating advanced writing components in designated courses, and offering students courses dealing with content as well as language proficiency. To provide services to the community, including sponsoring and organizing a wide variety of educational and social events related to languages and culture, for example: foreign films, conferences and symposia, state-wide language club conventions, etc.; To serve the community and the state as the principal institution offering expert training in modern and classical languages; To train students to teach modern and classical languages in schools, colleges and universities throughout the state; To promote research in literature, linguistics, cultural and interdisciplinary studies, and to offer the greatest pool of expertise in modern language studies and classical studies in the state of Alabama. In this regard, the Department of Modern Languages and Classics affirms its special commitment to the promotion of scholarly research leading to the development of new knowledge and to the enhanced standing of the University.

Goals

G 1: Outcome 1: Lang. Proficiency
Results are mixed, half acceptable and half not. Over the year, faculty sought to collect more data than previously, but it is clear that more attention needs to be focused on implementing 1.1. Faculty will discuss a better strategy in fall 2012. Results of 1.2 seem to indicate that learners are achieving benchmarks well.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Language Proficiency
Students will demonstrate intermediate/high or advanced levels of language proficiency

Connected Documents
- Curriculum Maps II-Spanish B.A.
- Curriculum Maps I-Spanish B.A.

Relevant Associations:

Results are mixed, half acceptable and half not. Over the year, faculty sought to collect more data than previously, but it is clear that more attention needs to be focused on implementing 1.1. Faculty will discuss a better strategy in fall 2012. Results of 1.2 seem to indicate that learners are achieving benchmarks well.

Related Measures

M 1: Placement Exam
Based on students' performance on a Standardized placement exam, 75% of students will be placed into 400 level courses.

Source of Evidence: Standardized test of subject matter knowledge

Target:
- 75% of students will score at least 500 on the placement exam

Finding (2011-2012) - Target: Partially Met
- 33% of students met the benchmark out of a sampling of 9 students. That is about 40% of the total of students graduating this year. This is a smaller sampling than from last year, but not by much (53% met benchmark of a 28% sampling). Assessment measure not attached since it is the UA online placement exam and varies in presentation. Interpretation: The numbers are so low, it is difficult to derive a useful finding. More participation is necessary. Spanish faculty should address a strategy to increase assessment participation.

Related Action Plans (by Established cycle, then alpha):

1.1 Re-evaluation of implementation of placement exam
The drop in implementation of measure 1.1 of 50% over the past two years has brought the numbers of learners meeting the benchmark down to 3. The success % this year was 33%, fairly apart from the 75% target. Faculty will discuss in early fall 2012 how wider implementation might be carried out. Presumably greater implementation will elicit more even success.
M 2: Essay Assessment in 400-level

Essay assessment in 400-level course demonstrates intermediate/high or advanced writing proficiency based on a grading rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target: 75% of students demonstrate intermediate-high writing proficiency or higher

Finding (2011-2012) - Target: Met

Results: 9 of 10 learners scored at the Intermediate-high rating or higher. The 10 learners comprise a sampling of approximately 20% of the number of those graduating. This is a 90% success rate and thus meets the target.

Interpretation: Results are very good. They are somewhat lower than last year's mostly 100% success rate, but last year had a substantially smaller number of learners assessed, so a comparison is difficult.


SLO 2: Historical and Cultural Understanding

Students will demonstrate a broad understanding of the history and culture of the target language areas

Connected Documents
- Curriculum Maps II-Spanish B.A.
- Curriculum Maps I-Spanish B.A.

Relevant Associations:

Measure 2.1 results were not strong, but faculty find them unsatisfactory. 2.2 results were favorable and seem appropriate. The measure/exam for 2.1 will be reevaluated in fall 2012, and faculty will determine if a new measure is needed, or if different teaching strategies are required. The only change from the previous year was that more participation was sought and attained in one concentration.

Related Measures

M 3: History / Culture Exam

A pass/fail exam explicitly on history/culture yields at least an 80% success rate

Source of Evidence: Standardized test of subject matter knowledge

Connected Documents
- 2.1 Spanish Lat. Amer. Hist-Civ Exam
- 2.1 Spanish Peninsular Hist-Civ Exam

Target: 80% success from sampling of students taking the pass/fail history/culture exam

Finding (2011-2012) - Target: Partially Met

35% of students met the benchmark out of a sampling of 23 students. That is almost 50% of the total of students graduating this year. This is better success and a larger sampling than from last year (23% met benchmark of a 22% sampling of the number graduating). Assessment measure attached as "2.1 Spanish Hist.-Civ. Exam" (both Latin American or Peninsular versions).

Interpretation: Though the numbers are relatively low, it is positive to see growing success and participation. More participation is necessary. Spanish faculty should address a strategy to increase assessment participation.

M 4: Final Exam / Project

Final exam or project is basis for categorizing at least 80% of students as having "satisfactory" or "exceptional understanding" as opposed to "developing understanding" on a grading rubric.

Source of Evidence: Standardized test of subject matter knowledge

Connected Document
- 2.2, 3.1, 3.2 FLLT (French, German) and Spanish rubrics

Target: 80% of students will rate at least "satisfactory" with the measure's rubric

Finding (2011-2012) - Target: Met

95% success rate achieved from a sampling of 63 students, which is virtually a 100% sampling of the number of students graduating this year (along with a few extra not yet graduating). Last year the success rate was only 16% from a much smaller pool. Participation went up about 1,000% this year compared to last year. The rubric for this is in the document attached titled "2.2, 3.1, 3.2..."

Interpretation: Faculty seem to be pursuing this measure's assessment more systematically and learners are well prepared.

SLO 3: Critical Thinking; Analysis; Synthesis

Students will demonstrate critical thinking
Faculty pleased that the learners met the benchmark. More systematic implementation of the assessment will be discussed. No major changes necessary.

**Related Measures**

**M 5: Analysis of ideas**

Essay assessment in 400-level course demonstrates ability to interpret and analyze (break down) ideas based on relevant contexts. 80% of students rates as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding” on a grading rubric.

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Document**

2.2, 3.1, 3.2 FLLT (French, German) and Spanish rubrics

**Target:** 80% of students rated as "satisfactory" or better on a rubric assessing ability to synthesize

**Finding (2011-2012) - Target: Met**

100% of students met the benchmark. 8 of 8 students, about a 17% sampling of the number of students graduating this year. Success rate comparable to last year, but amount of assessment slightly decreased by two students for this year. The related rubric is in the attached document titled "2.2, 3.1, 3.2..."

Interpretation: Learners met and exceeded the set benchmark. Faculty generally pleased with results that show appropriate learning. No changes needed, except perhaps expanding the number of students getting assessed.

**M 6: Synthesis of ideas**

Literature course final exam/project demonstrates ability to synthesize (put together) various levels of complexity. 80% of students rated as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding” on a grading rubric.

Source of Evidence: Standardized test of subject matter knowledge

**Connected Document**

2.2, 3.1, 3.2 FLLT (French, German) and Spanish rubrics

**Target:** 80% of students will demonstrate at least the intermediate-high level of oral proficiency

**Finding (2011-2012) - Target: Met**

82% of students met the benchmark. That is 9 of 11 learners, thus about 20% of the total number of students graduating this year. The success result is slightly higher than last year, but there was less assessment this year. Implementation could improve. The rubric for the measure is the American Council on the Teaching of Foreign Languages' national 2012 Proficiency Guidelines document located online on page 7 of: http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

**SLO 4: Oral Proficiency**

Students will demonstrate oral language proficiency at the intermediate/high level based on the Standards of the American Council on the Teaching of Foreign Languages

**Related Measures**

**M 7: Oral Exam, Upper Division**

Oral exam in upper division level course will demonstrate that 80% of students have progressed to the appropriate linguistic level.

Source of Evidence: Academic direct measure of learning - other

**Target:** 80% of students will demonstrate at least the intermediate-high level of oral proficiency

**Finding (2011-2012) - Target: Met**

82% of students met the benchmark. That is 9 of 11 learners, thus about 20% of the total number of students graduating this year. The success result is slightly higher than last year, but there was less assessment this year. Implementation could improve. The rubric for the measure is the American Council on the Teaching of Foreign Languages' national 2012 Proficiency Guidelines document located online on page 7 of: http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

**M 8: Oral Task, Upper Division**

Orally-based task in upper division course yields 80% passing rate

Source of Evidence: Academic direct measure of learning - other
Target:
80% of students rated as intermediate-high or better on a speaking task

Finding (2011-2012) - Target: Met
82% of students met the benchmark. That is 9 of 11 learners, thus about 20% of the total number of students graduating this year. The success result is about the same as last year, with about the same amount of assessment this year. Implementation could improve somewhat. The rubric for the measure is the American Council on the Teaching of Foreign Languages’ national 2012 Proficiency Guidelines document located online on page 7 of: http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 5: Program Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 9: List of strengths from accreditation review
List of strengths from most recent accreditation review (specific to the degree program).
Source of Evidence: Academic indirect indicator of learning - other

M 10: List of opportunities from accreditation review
List of opportunities from most recent accreditation review (specific to the degree program).
Source of Evidence: Academic direct measure of learning - other

M 11: List of actions taken based on review
List of actions taken based on most recent accreditation review (specific to the degree program).
Source of Evidence: Academic indirect indicator of learning - other

M 12: Summary of impacts
Summary of impacts as a result of actions taken (specific to the degree program).
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 6: Optimal Program Enrollments and Degree Completion
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 13: Number of Students in Undergraduate Major
Number of students in the undergraduate major for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

M 14: Number of Degrees in Undergraduate Major
Number of degrees in the undergraduate major for last August+December+May commencements
Source of Evidence: Academic indirect indicator of learning - other

M 15: Number of Degrees Awarded to ACHE
Relation of number of degrees awarded to ACHE viability standards
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 7: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves

Related Measures

M 16: Graduating Senior Survey Results-quality of major
On the graduating senior survey, the number and percent of majors who indicated that the quality of their major was good or excellent.
Source of Evidence: Student satisfaction survey at end of the program

M 17: Graduating Senior Survey Results-preparation for employment
On the graduating senior survey, the number and percent of majors who indicated that the quality of courses as preparation for employment after graduation was good or excellent.
Source of Evidence: Student satisfaction survey at end of the program

M 18: Graduating Senior Survey Results-preparation for further study
On the graduating senior survey, the number and percent of majors who indicated that the quality of the courses in preparation for graduate or professional school was good or excellent.
Source of Evidence: Student satisfaction survey at end of the program

M 19: Graduating Senior Survey Results-overall experience
On the graduating senior survey, the number and percent of majors who indicated that their overall experience at UA was good or excellent.
Source of Evidence: Student satisfaction survey at end of the program

OthOtcm 8: Teach at superior level
Faculty will teach at a superior level.

Related Measures
M 20: A&S student evaluations
A&S student evaluations: At least 60% of faculty will receive above average ratings on the A&S scale for the question: How would you rate your teacher?
Source of Evidence: Student course evaluations on learning gains made

M 21: Departmental student evaluations
Departmental student evaluations: Results will substantiate A&S evaluations.
Source of Evidence: Student course evaluations on learning gains made

OthOtcm 9: Contribute to the Production of knowledge
Faculty members will contribute actively to the production of knowledge in the fields of literature, culture, linguistics, and theory.

Related Measures

M 22: Faculty Activity Reports
Faculty Activity Reports: Faculty should average at least one refereed scholarly publication each academic year.
Source of Evidence: Academic indirect indicator of learning - other

M 23: Scholarly conference presentation
Faculty Activity Reports: Faculty should average at least one scholarly conference presentation each academic year.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 10: Provide services
Faculty members will provide service and outreach with their expertise to the community and profession.

Related Measures

M 24: Faculty engagement in community and professional service
Faculty Activity Reports: At least 40% of faculty should be engaged in community and/or professional service at the local or state level.
Source of Evidence: Academic indirect indicator of learning - other

M 25: Faculty engagement in professional service
Faculty Activity Reports: At least 40% of faculty should be engaged in professional service at the regional, national or international level.
Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

1.1 Re-evaluation of implementation of placement exam
The drop in implementation of measure 1.1 of 50% over the past two years has brought the numbers of learners meeting the benchmark down to 3. The success % this year was 33%, fairly apart from the 75% target. Faculty will discuss in early fall 2012 how wider implementation might be carried out. Presumably greater implementation will elicit more even success.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Placement Exam | Outcome/Objective: Language Proficiency
Implementation Description: Faculty will come to consensus on what tactics may be used to ensure greater implementation of measure 1.1. in the coming 2012-2013 assessment cycle.
Responsible Person/Group: Spanish faculty
Projected Completion Date: 09/2012

2.1 Re-evaluation of SP (Spanish) Hist.-Civ. Exam
Based on falling short of the benchmark for success of 80% by 45%, faculty wish to discuss in early fall 2012 the possibilities of either adjusting the benchmark, usage of another more appropriate measure, adjusting this measure to be more realistic, or implementing different teaching strategies to facilitate learning. Initial discussion indicates that there is not yet a consensus of opinion among faculty.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Faculty will come to consensus on which of the four possibilities above under "Description" is appropriate for our learners. If the measure is to be changed, it will be used in the 2012-2013 assessment cycle.
Projected Completion Date: 09/2012
Responsible Person/Group: Spanish faculty
Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)

Use “Introduce” when outcome is first address; “Reinforce” when outcome is reinforced; and “Master” when outcome is expected to be mastered.

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR&amp;GN 201, SP 353, introduce</td>
<td>X</td>
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<tr>
<td>FR&amp;GN 202, SP 356, introduce</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>GN 264&amp;265, reinforce</td>
<td></td>
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<td>X</td>
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<tr>
<td>FR 321, GN 361, SP 364, reinforce</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>FR 323, GN 362, SP 366, reinforce</td>
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<td>X</td>
<td>X</td>
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<td>FR 331, GN 371, SP 371, reinforce</td>
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<tr>
<td>FR 341, GN 372, SP 372, reinforce</td>
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<tr>
<td>FR 351, GN 403, SP 375, reinforce</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>FR 421, GN 404, SP 376, master</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>FR 461, GN 461, SP 390, master</td>
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<tr>
<td>FR 470, SP 484, master</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SP 491, master</td>
<td>X</td>
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</tbody>
</table>
Curriculum Maps #2  (What assessment measures will be employed in which courses for each SLO)
Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2-year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).

<table>
<thead>
<tr>
<th></th>
<th>SLO 1 Language Proficiency</th>
<th>SLO 2 Cultural Proficiency</th>
<th>SLO 3 Critical Thinking</th>
<th>SLO 4 Oral Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 201, GN 201, SP 353</td>
<td></td>
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<td>FR 202, GN 202, SP 356</td>
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<td>GN 264 &amp; 265 (latter in spr.’12)</td>
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<td>Literature Final Exam</td>
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<tr>
<td>FR 321, GN 361, SP 353</td>
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<tr>
<td>FR 323, GN 362, SP 356</td>
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<tr>
<td>FR 331, GN 371, SP 364</td>
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<td>Written Final Exam</td>
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<td>GN 372, SP 366</td>
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<td>Literature Final Exam</td>
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<td>FR 341, SP 371</td>
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<td>SP 375, 376, 390</td>
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<td>Literature Final Exam</td>
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<td>Essay Assmnt</td>
<td>Essay Assmnt, (&amp;GN Lit. Final Exam)</td>
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<td>FR 470, GN 404</td>
<td>Essay Assmnt</td>
<td>Essay Assmnt, Lit. Final Exam</td>
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</tr>
<tr>
<td>GN 461, SP 491</td>
<td>Essay Assmnt</td>
<td>Essay Assmnt</td>
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</tr>
<tr>
<td>Exit Lang. Exam (each term)</td>
<td>Placement Exam @ 400 level</td>
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<td>Oral Assmnt</td>
</tr>
<tr>
<td>Exit Culture Exam (each term)</td>
<td></td>
<td>Passing of Exit Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Division Course Exam (each term)</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Oral Task in Upper Division Course (each term)</td>
<td></td>
<td></td>
<td>Oral Assmnt</td>
<td></td>
</tr>
</tbody>
</table>
Examen de salida 2

Nombre: espaftol

Versión: latinoamericana

Instrucciones: elijan (circule) una opción para contestar cada una de las siguientes preguntas: a, b, c, o d.

1. Nombre con el que se conoce oficialmente a Latinoamérica o América Latina:
   a. Centroamérica
   b. *espanoamerica
   c. Sudamérica
   d. América Insular

2. El nombre Latinoamérica se refiere a:
   a. los veinte países de Sudamérica y Centroamérica
   b. todos los países de Sudamérica y Centroamérica menos Haití y Surinam
   c. los países de Sudamérica
   d. ninguna de estas respuestas

3. La mayor porción de Latinoamérica se encuentra
   a. en la zona templada
   b. en la zona tórrida
   c. en la zona polar
   d. a & c
4. El país más extenso y más poblado de Latinoamérica es
   a. Brasil
   b. Colombia
   c. Uruguay
   d. Panamá

5. Hoy en día la población de Latinoamérica es
   a. mayormente mestiza
   b. mayormente caucásica
   c. indígena
   d. heterogénea

6. ———— sirven para unir cronológicamente a los países de América Latina.
   a. La cultura azteca
   b. La cultura incaica
   c. El vínculo histórico
   d. by c

7. Las fechas de la época histórica conocida como Conquista y Colonización son:
   a. antes de 1492
   b. 1542-1810
   c. 1824-2009
   d. 1492-1542
8. En 1992, los hispanoamericanos celebraron:
   a. el aniversario de la llegada al Nuevo Mundo de los exploradores nórdicos
   b. el "Descubrimiento de America"
   c. el mutuo descubrimiento y encuentro de dos mundos
   d. La Ley de las Indias

9. La Jucha por la independencia política de Latinoamérica ocurrió mayormente entre:
   a. 1492-1542
   b. 1542-1810
   c. 1810-1824
   d. 1825-1950

10. No obstante los vastos programas de industrialización que se han llevado a cabo en Argentina, México, Brasil y Chile, en términos generales los países latinoamericanos todavía son principalmente productores de:
   a. automóviles
   b. materias primas
   c. madera
   d. fruta

11. El mestizo en Latinoamérica se define principalmente como:
   a. producto de la mezcla de tres o más razas
   b. producto de la mezcla de europeo con indígena
   c. producto de la mezcla de europeo con negro
12. El lenguaje oficial de Latinoamérica es:
   a. el portugués
   b. el castellano o español
   c. el francés
   d. el inglés

13. Cuba, Espanola, y Puerto Rico se conocen por el nombre:
   a. Las Galapagos
   b. Las Antillas Menores
   c. Las Malvinas
   d. Las Antillas Mayores

14. Amazonas, Parana-La Plata, Cauca-Magdalena, Orinoco, y Sao Francisco son:
   a. cordilleras de Sudamérica
   b. sistemas fluviales de Latinoamérica
   c. poblaciones indígenas
   d. a & b

15. Esta civilización se desarrolló en la costa del Golfo de México, cerca de la actual Veracruz, entre 1160 y 580 antes de Cristo y se considera la madre cultural de Mesoamérica:
   a. la incaica
   b. la peruana
   c. la maya
16. Las pirámides del Sol y de la Luna y el famoso Templo a Quetzalcóatl se localizan en:
   a. Lima
   b. El Valle Central de Mexico
   c. Honduras
   d. Los Andes

17. La historia de la creación de los ______________ cuenta que Manco Capac y su hermana Mama Ocllo, enviados por su padre el Sol a fundar un imperio, establecieron la capital del nuevo estado en el Cuzco.
   a. quiche
   b. incas
   c. maya
   d. chichimecas

18. Diego Velazquez, el gobernador de Cuba, nombró a ______________ jefe de una expedición que en 1519 debería conquistar lo que pronto se nombraría la Nueva España.
   a. Hernan Cortes
   b. Cristobal Colon
   c. Juan de Grijalva
   d. America Vespucio

19. ______________ se consideran los conquistadores del Perú.
   a. Hernan Cortes y Alvar Núñez Cabeza de Vaca
b. America Vespucio y Fernando de Magallanes

c. Francisco Pizarro y Diego de Almagro

d. Francisco 1-erml.ndez de Cordoba y Francisco Pizarro

20. El famoso poema epico ________________ fue escrito por Alonso de Ercilla sobre el heroismo de Caupolican y sus incligenas guerrilleros.

a. *La Araucana*

b. Naufragios

c. "Tercera Carta de Relación"

d. Ninguna de estas respuestas

21. La Conquista de America (Latinoamerica) se describe mejor con que frase o frases:

a. Los espaftoles dominaron a America con la espada y la cruz

b. Los indigenas fueron conquistados facilmente con las armas y las letras

c. El Nuevo Mundo conquistó a los mismos conquistadores dándoles una nueva manera de pensar y obrar

d. a & c

22. Durante la colonización, se crearon cuatro __________, Nueva Espana en 1535, Nueva Castilla en 1543, Nueva Granada en 1739 y el Rio de la Plata en 1776, para poder gobernar la gran extension americana de una manera mas eficiente.

a. provincias

b. estados

c. virreinatos

d. países
23. Sor Juana Inés de la Cruz fue en Latinoamérica:
   a. la poeta más conocida del Barraco de Indias
   b. una mujer muy inteligente que nació en 1651
   c. a & b
   d. temprana mujer de Hernán Cortés

24. La Ilustración en Hispanoamérica se caracteriza por:
   a. el predominio del teatro
   b. desarrollo de la poesía experimental
   c. predominio del costumbrismo
   d. predominio de la novela

25. En las primeras décadas del siglo XIX:
   a. se afirma la conciencia americana de mestizos y criollos a favor de la independencia
   b. se afirma la conciencia americana de mestizos y criollos contra la independencia
   c. se decide volver a las ideas clásicas del Renacimiento
   d. se decide imponer en las colonias una fuerte monarquía

26. La decadencia de la monarquía en general; los motines y rebeliones del siglo XIX, incluida la de Túpac Amaru constituyen: de la independencia en América Latina.
   a. causas internas
   b. causas inexplicables
   c. causas significantes
27. El Libertador de Venezuela, Colombia, Ecuador, Perú y Bolivia, y el autor de la famosa "Carta de Jamaica" fue:
   a. Túpac Amaru
   b. Antonio Narváez
   c. José Martí
   d. Simón Bolívar

28. El 15 de septiembre de 1810, el cura parroco del pequeño pueblo de Dolores, ________, se sublevó con el grito de guayña que se considera el comienzo de la Guerra de Independencia en México:
   a. Miguel Hidalgo y Costilla
   b. Alonso de Ercilla
   c. Francisco Pizarro
   d. Hernán Cortés

29. El antiguo Virreinato del Río de la Plata se fracturó en tres estados independientes en 1816:
   a. Perú, Chile, y Uruguay
   b. Brasil, Venezuela, y Chile
   c. Argentina, Uruguay, y Paraguay
   d. México, Argentina, y Chile

30. En 1895, ________________ uno de los patriotas exiliados en los Estados Unidos, dirigió la expedición libertadora a Cuba, murió en el campo de batalla, y se convirtió en el héroe máximo de los cubanos de la época.
a. Miguel Hidalgo y Costilla
b. José Múo

c. Simón Bolívar
d. Che Guevara

31. Esteban Echeverría y los escritores románticos argentinos
   a. escribieron obras que seguían el modelo aleman
   b. montaron el Romanticismo Social en el que escribir significaba efectuar cambio político y social
   c. ofrecieron un punto de vista verdaderamente autoctono de la Argentina, especialmente del gaucho
   d. a & c

32. La inmigración oriental a América Latina
   a. ha procedido principalmente de China y Japón
   b. comenzó en el siglo XIX
   c. llegaron principalmente para cultivar arroz
   d. a & b

33. Entre 1518 y 1873, después de desembarcados en el Nuevo Mundo, la mayoría de los africanos:
   a. fueron conducidos a zonas deshabitadas donde se los puso a trabajar inmediatamente en la agricultura o en la minería
   b. encontraban gran cohesión social y una actitud solidaria en las plantaciones
   c. aceptaron el proceso de clonación y aculturación fácilmente
   d. solían casarse con la población indígena
34. El autor de la unificación nacional de la Argentina en 1862 fue
   a. Jose Marti
   b. Simon Bolivar
   c. Che Guevara
   d. Bartolome Mitre

35. A fines del siglo XIX la literatura y la cultura latinoamericanas sufrieron un cambio que tuvo como resultado:
   a. Una nueva sensibilidad estética promovida por el abandono del realismo y el naturalismo y una nueva mirada hacia lugares como Francia, Japón y Alemania.
   b. La cultura y la literatura continuaron inmersas en las ideas de la ilustración.
   c. La literatura no cambió, siguió indagando en sus orígenes españoles.
   d. La cultura latinoamericana de los centros de poder económico y cultural se estancó sin progresar hacia una nueva sensibilidad.

36. Son corrientes filosóficas y estéticas que aparecen en el panorama de la cultura latinoamericana a fines del siglo XIX provenientes de Francia y la Europa progresista y que producen la aparición del Modernismo literario Latinoamericano.
   a. Trotskismo y ocultismo
   b. Parnasianismo y simbolismo
   c. Esoterismo y simbolismo
   d. Marxismo y trotskismo

37. Corriente artística, filosófica y principalmente literaria, que tuvo origen en Francia, pero que se trabajó en Latinoamérica en la obra de los modernistas, su rasgo fue el exotismo y el interés por los temas y países orientales
   a. orientalismo
b. cleacientismo

c. japonerias

d. existencialismo

38. Escritor nicaragüense en cuya obra se pueden encontrar las principales ideas estéticas del Modernismo Latinoamericano, autor del libro *Azul* (1882-1916)

a. Leopolda Lugones

b. Jose Asuncion Silva

c. Ruben Daria

d. Jose Marti

39. Epoca o periodo cronológicoy cultural en que aparece la segunda fase del Modernismo latinoamericano y en que se produce la vanguardia

a. posmodernismo

b. modernidad

c. modernización

d. postboom

40. En 1900, usando el simbolismo shakesperiano, Jose Enrique Rodó escribió Ariel, en el que contrastó

a. los Estados Unidos con Europa

b. Latinoamerica idealista, artista, humanista con Calibcin, sensual, pragmatico y grosero

c. los Estados Unidos con Latinoamerica

d. Ariel con Francia

41. Ellamacllo porfiriato, la era de Porfirio Diaz en Mexico, se caracteriza por:
a. la tirania, el paupersimo, la corrupción y la ignorancia
b. la construcción de ferrocarriles, la industrialización, y la creación de la policía federal
c. el despojo a los indígenas de sus tierras privadas y comunales
d. a, b, & c

42. El período oficial de la Revolución Mexicana es:

a. 1855-1872  
b. 1910-1920  
c. 1876-1910  
d. 1920-1940.

43. Movimiento social, cultural y místico de Latinoamérica, coincidente con toda Europa, en el cual cambia la estética y el modo de vida, cuya periodización oficial es de 1909-1945.

a. la vanguardia  
b. modernidad  
c. posmodernidad  
d. posvanguardia

44. Diego Rivera, José Clemente Orozco y David Alfaro Siqueiros trabajaron dentro de las ideas del realismo socialista como

a. grandes pintores impresionistas  
b. escritores naturalistas  
c. muralistas a quienes les importaba mucho el significado social del arte  
d. a & c
45. Este periodo de la cultura y el arte en Latinoamérica se caracteriza por ser un periodo de creación y práctica política, además es un periodo de transición artística

a. 1909-1945  
b. 1945-1960  
c. 1960-1972  
d. 1882-1916  

46. Frida Khalo fue:

a. pintora surrealista mexicana  
b. escritora mexicana  
c. poeta colombiana  
d. ninguna de estas respuestas  

47. Son los novelistas y pensadores más importantes de un periodo de la cultura y escritura latinoamericanos llamado Boom

a. Marii, Dario, Del Casal, Najera  
b. Agustin, Arriaga, Eltit, Lange  
c. Vargas Llosa, Garcia Marquez, Cortazar y Fuentes  
d. Mitre, Bolivar, Cmies y Bernal  

48. Momento en que la estética y el pensamiento latinoamericano tienen un cambio radical en sus registros estéticos, en la vida cotidiana y en el progreso de la tecnología aplicada a las artes, uno de sus rasgos es la rapidez y la fragmentación

a. pre-modernidad  
b. posmodernidad  
c. modernidad  
d. modernismo
49. Tendencia del arte, la literatura y la cultura latinoamericanos aparecieron después de 1972, en la cual se abren nuevas espacios de inclusión para las mujeres.

a. fauvismo
b. surrealismo
c. testimonio
d. feminismo

50. Línea de desarrollo de la literatura, cuyo registro no es escrito. Tiene sus antecedentes en la literatura del descubrimiento y la colonia. Se desarrolla ligado a los derechos de las minorías a la voz, y se caracteriza a lo largo de su proceso, por tener intermediario.

a. oraliclad
b. testimonial
c. feminista
d. surrealista

51. What will you be doing next year?
Examen de salida

idioma: espana/

Version: peninsular

Instrucciones: elijan la opcion que mejor conteste las siguientes preguntas: a, b, c, o d.

1. ¿Los habitantes de la Peninsula Iberica son el fruto de que razas y pueblos?
   a. los iberos y los griegos
   b. los celtas
   c. los fenicios y los romanos
   d. una gran mezcla de diferentes razas y pueblos

2. La Reconquista:
   a. Fue un movimiento literario
   b. Fue iniciada por Carlos V
   c. duro ocho siglos y acabo con la expulsión de los musulmanes de España
   d. Se llama así a la invasión francesa en España

3. El Poema del Cid es sobre un héroe español y se considera una obra:
   a. africana
   b. teatral
   c. épica
   d. a, b, y c

4. En la Edad Media, la vida consistía en:
   a. construir catedrales
   b. religión y milicia caballerescas
   c. cultivar el arte
   d. peregrinar

5. El Renacimiento:
   a. Sucedió en el siglo XVI
   b. se logró la unidad territorial de España
   c. La poesía de origen italiano influyó mucho
   d. a, b, y c

6. Los siglos XVI y XVII, por la gran cantidad y calidad de obras literarias y artísticas, se conocen en España como:
   a. La Edad Media
b. La Ilustración

c. El Siglo de Oro

d. El Romanticismo

7. La conquista de México fue llevada a cabo por:
   a. Diego Velázquez
   b. Juana, La Loca
   c. Hernán Cortés
   d. Felipe IV

8. Unos Reyes muy famosos que consiguieron la unidad de España y patrocinaron a Colón son:
   a. Carlos V
   b. Felipe IV y Felipe V
   c. Los Reyes Católicos: Isabel y Fernando
   d. Juan Carlos I y Felipe de Borbón

9. La "Armada Invencible":
   a. Se campañía de cinco barcos
   b. Sufrir y una derrota decisiva frente a los ingleses
   c. Tuvo éxito por el excelente liderazgo de Medina Sidonia
   d. Hoy en día, todavía es invencible

10. Felipe III, Felipe IV y Carlos II fueron:
    a. Los tres últimos reyes de la Casa de Austria, antes de que llegaran los Borbones con Felipe V
    b. Reinaron sobre España en un periodo de alta prosperidad
    c. Se dedicaban exclusivamente a la educación de pueblo español
    d. Ninguna de estas respuestas

11. Un elemento importante del Bárbaro Espanyol no es:
    a. La contrarreforma católica
    b. El estilo florido y ostentoso
    c. Un nuevo dogmatismo religioso
    d. La llegada del verso italiano a España

12. El teatro del Siglo de Oro debe su éxito a:
    a. La Iglesia Católica
    b. Lope de Vega
    c. La Armada Invencible
    d. El Conde Lucanor

13. Pedro Calderón de la Barca, Tirso de Molina, Francisco de Quevedo y Luis de Gongora fueron:
    a. Oficiales del Consejo de Indias
b. Escritores famosos del periodo barroco en España

c. Conquistadores del *Nuevo Mundo*

d. Ninguna de estas respuestas

14. Miguel de Cervantes escribió:
   a. "Fuenteovejuna"
   b. "La vida es sueño"
   c. "El burlador de Sevilla"
   d. *Don Quijote de la Mancha*

15. El término El Siglo de las Luces se refiere a:
   a. Un período ilustrado en el siglo XVIII cuando llegaron a reinar en España los borbones
   b. El periodo durante el cual reinaron los Hapsburgos
   c. El periodo de la Primera República española
   d. Ninguna de estas respuestas

16. La mayoría de las colonias de la América Española declararon su Independencia de España:
   a. porque la guerra victoriosa de las colonias norteamericanas demostró que sus pueblos de América se unieran en una causa común, podía obtener su independencia
   b. porque muchos patriotas educados conocían muy bien los hechos y las ideas de la Revolución Francesa y pensaban que era justo unirse para derribar al tirano y formar un gobierno basado en el consentimiento del pueblo
   c. porque Napoleon las liberó
   d. a & b

17. El Greco, Diego Velázquez, Francisco de Zurbarán, y Bartolome Esteban Murillo son:
   a. autores famosos del periodo barroco
   b. pintores conocidos de la Edad Media
   c. autores famosos del Renacimiento
   d. pintores famosos del periodo barroco

18. Las Guerras Carlistas ocurrieron:
   a. entre absolutistas y liberales por cuestión de quien iba a heredar el trono
b. en el siglo XVII

c. para invadir Francia

d. ninguna de estas respuestas

19. Una de las consecuencias de las Guerras Carlistas del siglo XIX fue:

a. que los carlistas ganaron las dos guerras

b. que se arruinó España y los españoles se quedaron políticamente divididos en dos bandos

c. que Napoleón entro en el país

d. que Juan Carlos I se hizo Rey de España

20. El año de 1898 lo llaman "el desastre del 98" y es muy importante en España porque

a. hubo mucho desempleo

b. había cuatro presidentes

c. Fue cuando se perdieron en la guerra con EE.UU. las últimas colonias españolas.

d. hubo un pronunciamiento militar de Primo de Rivera

21. La Restauración

a. proclamó Constitución de 1876, y estableció la monarquía constitucional y el régimen parlamentario con un Senado y un Congreso de Diputados

b. fue el período en el que reinó Isabel II, la hija de Fernando VII

c. llevó a cabo todas las reformas que se conocen como el despotismo ilustrado

d. restauró a Fernando VII al trono de España

22. El romanticismo en España consistía en:

a. el apice de la literatura ilustrada

b. el neoclasicismo

c. el triunfo de la imaginación, del sentimiento, del individualismo y de la libertad artística

d. la imposición de reglas estilísticas clásicas muy estrictas
23. Gustavo Adolfo Becquer se considera:
   a. representante de la Ilustración
   b. el mejor presidente de la Segunda República
   c. un poeta romántico, famoso por sus Rimas y sus Leyendas
   d. ninguna de estas respuestas

24. Durante la segunda mitad del siglo XIX, triunfó la novela bajo cual de los siguientes movimientos:
   a. el romanticismo
   b. la Ilustración
   c. el Renacimiento
   d. el realismo

25. El pintor de La maja desnuda, La maja vestida, El dos de mayo, y El tres de mayo es:
   a. Diego Velázquez
   b. Francisco de Zurbarán
   c. Francisco de Goya
   d. Jose Ribera

26. En el siglo XIX, España creó un tipo de teatro lírico nacional, parecido a la opera italiana o a la "operetta" inglesa, que consiste en una combinación de canto, baile y diálogo, y que se llama:
   a. el soneto
   b. la loa
   c. la comedia
   d. la zarzuela

27. La dictadura militar del general Miguel Primo de Rivera fue caracterizada por:
   a. la construcción de buenas carreteras
   b. la abolición de la libertad de prensa
c. la abolición del derecho de asociación sindical

d. todas estas respuestas.

28. La Segunda República duro de 1931 a 1939 y fue un periodo

a. renovador, con muchos avances progresistas y liberales

b. reaccionario, con una restauración de los antiguos valores de la patria

c. neutro, sin ni muchos avances ni muchos retrocesos sociales

d. ninguna de estas respuestas

29. Durante los casi cuarenta años de dictadura de Franco

a. hubo mucha libertad de expresión y no había censura

b. se permitió la libertad de religión

c. se hizo propaganda con este lema: “España: una, grande y libre”

d. se legalizó el partido comunista

30. La Guerra Civil Española empezó en 1936 con

a. una huelga de los izquierdistas en Cataluña

b. un pronunciamiento militar dirigido por Francisco Franco

c. las elecciones de 1929

d. un sublevamiento vasco en 1935

31. Los resultados de la Guerra Civil no incluyen:

a. la muerte de un número desconocido de españoles

b. la división de los españoles en dos bandos: los vencedores y los vencidos

c. el agotamiento de los recursos económicos y financieros

d. una reconciliación nacional

32. Federico García Lorca, escritor versatil, extraordinario e inolvidable:

a. fue asesinado por unos falangistas a los treinta y un años al principio de la Guerra Civil

b. escribió literatura durante cincuenta años después de la Guerra Civil

c. participó en la reconciliación nacional de posguerra

d. escribió Platero y yo
33. La pintura Guernica representa el bombardeo nazi de esta ciudad vasca. Fue pintada par:
   a. Salvado1' Dali
   b. Pablo Picasso
   c. Joan Miro
   d. Juan Gris

34. Los pintores surrealistas españoles son:
   a. Francisco de Goya y Pablo Picasso
   b. Juan Ramon Jimenez y Pablo Picasso
   c. Salvador Dali y Joan Miro
   d. Juan Gris y Diego Velasquez

35. Pía Baroja, Miguel de Unamuno, Ramon del Valle-Inclán, Azorín y Antonio Machado forman parte de
   a. La Generacion de/98
   b. La Generacion de/27
   c. La Escuela Modernista
   d. El Grupo Realista

36. Camilo Jose Cela gano el Premia Nobel en 1989 par haber:
   a. terminado la Guerra Civil
   b. escrito sus dos novelas, La familia de Pascual Duarte y La colmena
   c. escrito varios libros de poesía
   d. ninguna de estas respuestas

37. Pablo Casals, Paco de Lucia y Andres Segovia son tres:
   a. escritores españoles famosos del siglo XX
   b. pintores españoles famosos del siglo XX
   c. poetas españoles famosos del siglo XX
d. músicos españoles famosos del siglo XX

38. En los años setenta del siglo XX:
   a. las protestas contra el régimen de Francisco Franco aumentaron
   b. el general se envejecía y a la vez se decaía el régimen
   c. aumentó el deseo de parte de los vascos de conservar su lengua y su identidad
   d. todas estas respuestas

39. Al morir Franco en 1975, España volvió a ser una monarquía y subió al trono
   a. Alfonso XIII
   b. Alfonso X
   c. Juan Carlos I
   d. La familia Hapsburgo

40. Cuando acabó la dictadura franquista, a partir de 1975,
   a. terminó la censura
   b. se organizaron las primeras elecciones desde 1936
   c. se liberaron muchos presos políticos
   d. todas estas respuestas

41. La importancia de la Constitución de 1978 es que:
   a. fue la primera Constitución de España
   b. solidificó el socialismo como el sistema gubernamental de España
   c. afirmó que España es una monarquía parlamentaria y reconoció un sistema de autonomías
   d. afirmó que la religión oficial España es el catolicismo

42. Una de estas siglas corresponde a un grupo terrorista independentista radical vasco
   a. ETA
   b. PP
   c. IU
   d. PSOE
43. El "Golpazo" se refiere a:
   a. la subida al trono del rey en 1975
   b. el intento de parte del general Antonio Tejera de dar un golpe militar en 1981
   c. ellevantamiento de los vascos contra el gobierno central en 1980
   d. la presidencia en 1982 de Felipe Gonzalez

44. Una parte importante de la transicion de Espana a la democracia es:
   a. la division del pais en una nueva entidad geografica y gubernamental: las comunidades autonomas
   b. la independencia de las colonias de America
   c. la Constitucion de 1936
   d. a & b

45. Los avances economicos de Espana entre 1986 y 1991 se reflejan en:
   a. su entrada en la Comunidad Economico Europea (CEE)
   b. su entrada en la Organizacion del Tratado del Atlantica Norte (OTAN)
   c. el incremento en los ingresos de la economia espanola
   d. todas estas respuestas

46. El ocaso del Partido Socialista Obrero Espanol (PSOE), despues de 14 anos en el poder se debio a:
   a. los fracasos economicos, la corrupcion, los escandalos y las actividades del GAL (Grupos Antiterroristas de Liberacion
   b. la entrada de Espana en OTAN
   c. la entrada de Espana en CEE
   d. las comunidades autonomas

47. En la Espana contemporanea, uno de los mayores problemas es:
   a. la inmigracion ilegal
   b. la alta tasa de desempleo
   c. el terrorismo
   d. a, b, c

48. Una de las ventajas para Espana de formar parte de la Union Europea ha sido:
a. una bajada de precios
b. una bajada en la tasa de nacimiento
c. la libre movilización por Europa y la adopción de una moneda (mica
d. ninguna de estas respuestas

49. A finales del siglo XX y comienzos del siglo XXI el número de inmigrantes que llegan todos los días al territorio español:
   a. ha disminuido
   b. se ha mantenido relativamente bajo
   c. ha aumentado fuertemente
   d. ninguna de estas respuestas

50. El papel de la mujer en la España posmoderna es:
   a. igual al papel del hombre
   b. superior al papel del hombre
   c. el mismo que antes
   d. igual al papel del hombre ante la ley, pero sigue vigente cierta discriminación

51. What will you be doing next year?
RUBRICS FOR FLLT (French and German) and Spanish: 2.2, 3.1, and 3.2

A. Rubric for Outcome 2: Students demonstrate a broad understanding of the history and culture of the target language area(s)

Measure 2.2: Final exam/project in either French (331, 431), German (371, 372), or Spanish (364, 366) are basis for instructor to categorize at least 80% of students as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding”

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<th>EXCEPTIONAL</th>
<th>SATISFACTORY</th>
<th>DEVELOPING</th>
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<td>1. Displays exceptional understanding of key historical figures and events, and their sequential relationship with one another</td>
<td>Displays satisfactory understanding of key historical figures and events, and their sequential relationship with one another</td>
<td>Displays only superficial or less understanding of key historical figures and events, and their sequential relationship with one another</td>
<td></td>
</tr>
</tbody>
</table>

Exceptional understanding is 90% correct on exam or 90% of possible project score
Satisfactory understanding is 70-89% correct on exam or 70-89% of possible project score
Developing understanding is 69% or less correct on exam or 69% or less of possible project score

B. Rubric for Outcome 3: Students demonstrate critical thinking

Measure 3.1: Written assessment in 400-level class demonstrates ability to interpret and analyze ideas based on relevant contexts. 80% of students rated as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding”

<table>
<thead>
<tr>
<th></th>
<th>EXCEPTIONAL (3 pts.)</th>
<th>SATISFACTORY (2 pts.)</th>
<th>DEVELOPING (1 pt.)</th>
</tr>
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1. Displays a number of insightful points from given information
   - Displays somewhat insightful points from given information
   - Rarely displays insightful points from given information

2. Fully discusses logical implications of topic
   - Discusses logical implications of topic somewhat
   - Seldom discusses logical implications of topic

3. Organizes evidence/arguments including various points of view/perspectives
   - Organizes evidence/arguments occasionally including more than one point of view/perspective
   - Seldom or never organizes evidence/arguments including more than one point of view/perspective

Averaging the rubric points per student, 80% of students sampled average at least 2.0

C. Rubric for UG Outcome 3: Students demonstrate critical thinking

Measure 3.2: Literature course final exam demonstrates ability to synthesize various levels of complexity. 80% of students rated as having “satisfactory” or “exceptional understanding” as opposed to “developing understanding”

EXCEPTIONAL (3 pts.)  SATISFACTORY (2 pts.)  DEVELOPING (1 pt.)

1. Organizes thesis with concrete, original development of ideas
   - Organizes thesis with concrete development of ideas, but little or no originality
   - Organizes thesis with only somewhat or little concrete development of ideas, no originality

2. Demonstrates appropriate overarching conclusions based on the whole discussion
   - Demonstrates somewhat appropriate conclusions based on most of or a portion of the discussion
   - Demonstrates a partial conclusion based on only a portion of the discussion

3. Thesis and purpose are clear to the reader
   - Thesis and purpose are fairly clear to the reader, little if any confusion
   - Thesis and purpose are not clear, confusion distorts the message
arises

Averaging the rubric points per student, 80% of students sampled average at least 2.0