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|   | phenomena to produce coherent arguments about them, (e) can demonstrate sophisticated analysis of literary or other texts, and (g) can demonstrate appropriate understanding of Hispanic culture and history.  |          |   |
| 2. Ability to deliver clear and comprehensible oral presentations in academic Spanish                             | <p><b>Portfolio</b><br/>Students will prepare a portfolio of their best work, including several types of writing (professional documents or letters, literary analysis, historical or cultural analysis or investigation, etc.) and at least one taped oral presentation from SPAN 3320 or other appropriate substitute. An evaluation of senior portfolios will check that students (a) can write coherently with good grammar and appropriate vocabulary in several registers, (b) can deliver clear and comprehensible oral presentations in Spanish, (d) can analyze and evaluate phenomena to produce coherent arguments about them, (e) can demonstrate sophisticated analysis of literary or other texts, and (g) can demonstrate appropriate understanding of Hispanic culture and history.</p> <p><b>Field Experience evaluations</b><br/>A departmental survey will ask internship on-site supervisors to evaluate the student's ability to perform professional tasks in Spanish, including writing and speaking with coworkers and/or clients/ students, etc. A follow-up telephone interview with the Internship on-site supervisor may supplement surveys.</p> | Direct   | Reviewed annually beginning May 2010                              |
|   |  | Indirect | Annually with the first report May 2009                           |
| 3. Ability to engage in and understand professional-level conversations related to the candidate's specific field | <p><b>Portfolio</b><br/>Students will prepare a portfolio of their best work, including several types of writing (professional documents or letters, literary analysis, historical or cultural analysis or investigation, etc.) and at least one taped oral presentation from SPAN 3320 or other appropriate substitute. An evaluation of senior portfolios will check that students (a) can write coherently with good grammar and appropriate vocabulary in several registers, (b) can deliver clear and comprehensible oral presentations in Spanish, (d) can analyze and evaluate phenomena to produce coherent arguments about them, (e) can demonstrate sophisticated analysis of literary or other texts, and (g) can demonstrate appropriate understanding of Hispanic culture and history.</p> <p><b>Field Experience evaluations</b><br/>A departmental survey will ask internship on-site supervisors to evaluate the student's ability to perform professional tasks in Spanish, including writing and speaking with coworkers and/or clients/ students, etc. A follow-up telephone interview with the Internship on-site supervisor may supplement surveys.</p> | Direct   | Reviewed annually beginning May 2010                              |
|   |  | Indirect | Annually with the first report May 2009                           |
| 4. Ability to analyze various aspects of a complex situation or phenomenon and produce a coherent                 | <p><b>Writing Rubric</b><br/>Faculty Anonymously Score Writing Research Samples using rubric. Used to directly measure written research abilities of students in upper division writing intensive section.</p>   | Direct   | Every 3 years with first report due April 15 <sup>th</sup> , 2008 |

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| <p>argument about its causes and effects, its components and its relationship to similar situations or phenomena</p>   | <p><b>Portfolio</b><br/>Students will prepare a portfolio of their best work, including several types of writing (professional documents or letters, literary analysis, historical or cultural analysis or investigation, etc.) and at least one taped oral presentation from SPAN 3320 or other appropriate substitute. An evaluation of senior portfolios will check that students (a) can write coherently with good grammar and appropriate vocabulary in several registers, (b) can deliver clear and comprehensible oral presentations in Spanish, (d) can analyze and evaluate phenomena to produce coherent arguments about them, (e) can demonstrate sophisticated analysis of literary or other texts, and (g) can demonstrate appropriate understanding of Hispanic culture and history.</p>  | <p>Direct</p>               | <p>Reviewed annually beginning May 2010</p>  |
| <p>5. Ability to read, appreciate and summarize university-level writing (including literary texts, political and religious essays, specific technical texts related to one's field, etc.)</p> | <p><b>Writing Rubric</b><br/>Faculty Anonymously Score Writing Research Samples using rubric. Used to directly measure written research abilities of students in upper division writing intensive section.</p> <p><b>Portfolio</b><br/>Students will prepare a portfolio of their best work, including several types of writing (professional documents or letters, literary analysis, historical or cultural analysis or investigation, etc.) and at least one taped oral presentation from SPAN 3320 or other appropriate substitute. An evaluation of senior portfolios will check that students (a) can write coherently with good grammar and appropriate vocabulary in several registers, (b) can deliver clear and comprehensible oral presentations in Spanish, (d) can analyze and evaluate phenomena to produce coherent arguments about them, (e) can demonstrate sophisticated analysis of literary or other texts, and (g) can demonstrate appropriate understanding of Hispanic culture and history.</p> | <p>Direct</p> <p>Direct</p> | <p>Every 3 years with first report due April 15<sup>th</sup>, 2008</p> <p>Reviewed annually beginning May 2010</p> |
| <p>6. Ability to recognize, appreciate and explain some of the spoken and written variants of Spanish from different regions of the Spanish-speaking world</p>                                 | <p><b>Writing Rubric</b><br/>Faculty Anonymously Score Writing Research Samples using rubric. Used to directly measure written research abilities of students in upper division writing intensive section.</p> <p><b>Portfolio</b><br/>Students will prepare a portfolio of their best work, including several types of writing (professional documents or letters, literary analysis, historical or cultural analysis or investigation, etc.) and at least one taped oral presentation from SPAN 3320 or other appropriate substitute. An evaluation of senior portfolios will check that students (a) can write coherently with good grammar and appropriate vocabulary in several registers, (b) can deliver clear and comprehensible oral</p>  | <p>Direct</p> <p>Direct</p> | <p>Every 3 years with first report due April 15<sup>th</sup>, 2008</p> <p>Reviewed annually beginning May 2010</p> |

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|  | presentations in Spanish, (d) can analyze and evaluate phenomena to produce coherent arguments about them, (e) can demonstrate sophisticated analysis of literary or other texts, and (g) can demonstrate appropriate understanding of Hispanic culture and history.  |   |  |
| 7. Ability to understand and explain (in broad terms) the historical diversity of the Spanish-speaking world with reference to several regions | <p><b>Writing Rubric</b><br/>Faculty Anonymously Score Writing Research Samples using rubric. Used to directly measure written research abilities of students in upper division writing intensive section.</p> <p><b>Portfolio</b><br/>Students will prepare a portfolio of their best work, including several types of writing (professional documents or letters, literary analysis, historical or cultural analysis or investigation, etc.) and at least one taped oral presentation from SPAN 3320 or other appropriate substitute. An evaluation of senior portfolios will check that students (a) can write coherently with good grammar and appropriate vocabulary in several registers, (b) can deliver clear and comprehensible oral presentations in Spanish, (d) can analyze and evaluate phenomena to produce coherent arguments about them, (e) can demonstrate sophisticated analysis of literary or other texts, and (g) can demonstrate appropriate understanding of Hispanic culture and history.</p> <p><b>Embedded Final Exam Questions</b><br/>Random sample sections or questions from focus courses [SPAN 3302, 3320, 3322, 3324, 3340, 3342] to assess whether students demonstrate ability (a) to write coherently using good grammar and appropriate vocabulary, (f) to describe and evaluate linguistic diversity in the Hispanic world and (g) to explain historical and cultural diversity of the Hispanic world.</p> | <p>Direct</p> <p>Direct</p> <p>Direct</p> | <p>Every 3 years with first report due April 15<sup>th</sup>, 2008</p> <p>Reviewed annually beginning May 2010</p> <p>1<sup>st</sup> set of exams collected May 2010 for Spring and every 3<sup>rd</sup> year after.</p> |