

Academic Program
Plan for Assessment of Student Learning Outcomes
College of Arts and Sciences
The University of New Mexico

A. College, Department and Date

1. College: Arts and Sciences
2. Department: Linguistics
3. Date: April 9, 2016

B. Academic Program of Study*

M.A. Linguistics

C. Contact Person(s) for the Assessment Plan

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D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

Goal A: To develop the ability to compare and evaluate linguistic theories in several core areas of linguistics

Goal B: To develop the ability to critically analyze advanced, state-of-the-art research

Goal C: To develop the ability to collect and analyze naturally occurring linguistic data

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

A.1. Students will describe basic principles of leading functional, cognitive and typological linguistic theories in phonology, morphosyntax, semantics or discourse and language change.

UNM Goals (Knowledge Skills Responsibility)

B.1. Students will describe the hypotheses, arguments and evidence presented in current research publications in core areas of linguistics.

UNM Goals (Knowledge Skills Responsibility)

C.1. Students will collect and analyze a novel set of naturally occurring data following principles of a linguistic theory.

UNM Goals (Knowledge Skills Responsibility)

E. Assessment of Student Learning Three-Year Plan

1. Timeline for Assessment

Year/Semester	Assessment Activities
Year 1, Fall 2016	Collect direct measures of A.1, B.1, C.1 Review/discuss direct measures of A.1 in faculty meeting Submit Program Assessment Report (A.1)
Year 1, Spring 2017	Collect direct measures of A.1, B.1, C.1
Year 2, Fall 2017	Collect direct measures of A.1, B.1, C.1 Review/discuss direct measures of B.1 in faculty meeting Submit Program Assessment Report (B.1)
Year 2, Spring 2018	Collect direct measures of A.1, B.1, C.1

Year 3, Fall 2018	Collect direct measures of A.1, B.1, C.1 Review/discuss direct measures of C.1 in faculty meeting Submit Program Assessment Report (C.1)
Year 3, Spring 2019	Collect direct measures of A.1, B.1, C.1

2. How will learning outcomes be assessed?

A. What:

- i. A.1: The comprehensive examinations and theses completed by MA students will be assessed on a 4-point rubric: 1=fail, 2=low pass, 3=pass, 4=pass with distinction.

B.1: Critical analytical essays submitted as term papers by MA students in linguistics courses will be assessed on a 4-point rubric: 1=fail, 2=low pass, 3=pass, 4=pass with distinction.

C.1: Essays using naturally-occurring data submitted as term papers by MA students in linguistics courses will be assessed on a 4-point rubric: 1=fail, 2=low pass, 3=pass, 4=pass with distinction.

- ii. A.1, B.1 and C.1: Measures are direct

- iii. Success

A.1: The criterion for success is that at least 75% of the M.A. comprehensive examination papers and theses will receive a score of 2 or higher.

B.1: The criterion for success is that at least 75% of the term papers will receive a score of 2 or higher.

C.1: The criterion for success is that at least 75% of the term papers will receive a score of 2 or higher.

B. Who:

Faculty assessment of student performance will be collected each academic semester for those students submitting relevant work. This will, over time, result in a sample of all students in the program.

3. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

1. The assessment coordinator will collect the direct measures from the faculty each semester. The data will be organized by the assessment coordinator. Depending on the year of the reporting cycle, A.1, B.1, or C.1 assessment data will be presented during a faculty meeting at the beginning of the Fall semester.
2. The faculty as a whole will discuss the assessment data at the beginning of the Fall semester per the timeline in Section E of this assessment plan. The faculty as a whole will discuss the results of the assessment process, and whether revision, if any, is necessary to the assessment instrument, the curriculum, or to pedagogy to improve student learning. If minor revisions only are necessary, they may be resolved at the initial faculty meeting. If major revisions appear necessary, then the faculty will appoint an MA Program Committee, and charge the MA Program Committee to develop recommendations for revisions. The MA Program Committee will present the recommendations to the faculty in the following semester. The faculty will discuss the recommendations and adopt or amend them. The adopted recommendations will be implemented in the same year, and reviewed again at the end of that academic year.
3. Review of assessment data is scheduled for the beginning of each Fall semester during one or more faculty meetings, as necessary. Recommendations to come out of faculty meetings will be communicated to faculty and will be recorded in meeting minutes.