

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*

Ph.D. 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 demonstrate detailed knowledge of a chosen subarea of linguistics

Goal B: To be able to critically analyze advanced, state-of-the-art research

* 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 critically compare and evaluate theories and bring relevant data to bear on those theories in the subarea of linguistics chosen for doctoral research.

UNM Goals (Knowledge ___ Skills ___ Responsibility)

B.1. Students will pose an original research problem in their chosen subarea.

UNM Goals (___ Knowledge Skills ___ Responsibility)

B.2. Students will produce a publishable research paper or monograph on a scientific problem.

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, B.2 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, B.2
Year 2, Fall 2017	Collect direct measures of A.1, B.1, B.2 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, B.2
Year 3, Fall 2018	Collect direct measures of A.1, B.1, B.2 Review/discuss direct measures of B.2 in faculty meeting Submit Program Assessment Report (B.2)
Year 3, Spring 2019	Collect direct measures of A.1, B.1, B.2

2. How will learning outcomes be assessed?

A. What:

- i. A.1: Course term papers completed by PhD students will be assessed on a 4-point rubric: 1=fail, 2=low pass, 3=pass, 4=pass with distinction.

B.1: Doctoral dissertation prospectuses completed by PhD students will be assessed on a 4-point rubric: 1=fail, 2=low pass, 3=pass, 4=pass with distinction.

B.2: Qualifying papers and dissertations 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 B.2: Measures are direct

- iii. Success

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

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

B.2: The criterion for success is that at least 75% of the qualifying papers and dissertations 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 relevant 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 B.2 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 result of the assessment process, and whether revision, if any, is necessary to the assessment instrument, the curriculum, or to pedagogy to improve

Adapted from Kansas State University Office of Assessment

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 a PhD Program Committee, and charge the PhD Program Committee to develop recommendations for revisions. The PhD Program Committee will present 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.