

Part I: Cover Page
UNM Academic Programs/Unit Combined Assessment Plan and Report Template
The University of New Mexico

SECTION I-1

College, Department and Date:

College/School/Branch Campus: CAS

Department: Linguistics

Date: September 30, 2023

Active Plan Years (select the three year cycle that applies):

AY22/23-24/25 AY23/24-25/26 AY25/26-27/28

Academic Program of Study:*

Degree or Certificate level: M.A.

Name of the program: M.A. Linguistics

Note: 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.).

Contact Person(s) for the Assessment Plan (include at least one name, title and email address):

- Caroline Smith, Chair, caroline@unm.edu
- Dawn Nordquist, Senior Lecturer III, Assessment Coordinator, nordquis@unm.edu

Dean / Associate Dean / CARC Approval Signature:

Part II: Assessment PLAN
UNM Academic Programs/Unit Combined Assessment Plan and Report Template
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SECTION II-1

Please identify at least one of your program goals:

Program Goal #1: To be able to compare and evaluate linguistic theories in several core areas of linguistics

Program Goal #2: To be able to critically analyze advanced, state-of-the-art research

Program Goal #3: To develop the ability to analyze naturally occurring linguistic data

Please use the grid below to align your program goals to your student learning outcomes and assessment plans:

Student Learning Outcomes (SLOs) <i>For each row in the table, provide a SLO. If needed, add more rows. A SLO may be targeted by or aligned with more than one program goal. If a program awards more than one degree (i.e., B.S., M.A. etc.), the SLOs for graduate and undergraduate must be different. Graduate degree SLOs must be different (Master ≠ Doctorate). For additional guidance on SLOs, click here.</i>	Program Goal # <i>Please list the Program Goal(s) that the SLOs are aligned under. Use the numbering system (1,2,3..) assigned above.</i>	UNM Student Learning Goals <i>Check as appropriate: K=Knowledge; S=Skills; R=Responsibility</i>			Assessment Measures <i>Provide a description of the assessment instrument used to measure the SLO. For additional guidance on assessment measures, click here.</i>	Performance Benchmark <i>What is the program's benchmark (quantitative goal/criteria of success for each given assessment measure)? State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO (i.e., At least 70% of the students will pass the assessment with a score of 70 or higher.)</i>	Student Population(s) <i>Describe the sampled population, including the total number of students and classes assessed. See note below.</i>
		K	S	R			
Students will describe basic principles of leading functional, cognitive and typological linguistic theories in phonology, morphosyntax, semantics or discourse and language change. (SLOA.1)	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comprehensive examinations or MA theses will be assessed using an assessment rubric	The criterion for success: the average faculty evaluation of comprehensive examinations or theses will be 3 or above (based on the departmental rubrics used for assessment).	All MA students' comprehensive exams or MA theses will be evaluated by relevant faculty who serve on comprehensive exams or thesis defense committees using the rubric attached at the end of the document.
Students will describe the hypotheses, arguments and evidence presented in current research publications in core areas of linguistics. (SLOB.1)	2	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	"	"	
Students analyze a novel set of naturally occurring data following principles of a linguistic theory. (SLOC.1)	3		<input checked="" type="checkbox"/>		Coursework from LING 512 will also be used.	The criterion for success: 75% or more of students will score 4, 3, or 2 on the rubric	All MA students' enrolled in LING 512 will be assessed using rubric attached at the end of the document.

SECTION II-2

NOTE: State explicitly whether the program’s assessment will include evidence from **all** students in the program or a **sample** (by student, by course section, by milestone). When possible, it is best to study the entire population of students in your program. However, in larger programs it may be more pragmatic to study a sample of the students instead. **If sampling, please describe the course sections and/or the milestones.** If you have questions about appropriate sampling, please contact your unit’s assessment representative or the Office of Assessment at assess@unm.edu or (505) 277-4130.

Please use the area below to elaborate on your assessment plans.

Assessing and analyzing student learning outcomes:

- a. Please describe the student artifact/performance that you will use to gather your assessment data?

The MA program offers two tracks which have different artifacts for evaluation: Student MA comprehensive exams or Student MA Theses. All students who complete comprehensive exams or a thesis are included in assessment. We added another artifact, collected from Morphosyntax (LING 512), to make sure that SLOC.1 is covered irrespective of track chosen for completion of the MA since comprehensive exams do not typically involve “analyzing a novel set of naturally occurring data”; problem-solving artifacts from LING 512 will help ensure that SLOC.1 is assessed for all MA students. We started collecting data for this third artifact in Fall 2021.

LING 512 assessment evaluates student analyses of two different data sets. One focuses on noun phrases in a language and the other focuses on verbs in another language. Students must analyze the data and identify all the morphemes (component word parts), label them, and identify patterns for the phrases. Students must then use their analysis to make predictions about how to say other phrases in the language or to translate novel phrases into English. Students must also apply cognitive linguistic terminology from the course to identify the strategies used in the languages for constructing the respective phrases. As such, the artifacts present students with a novel set of naturally occurring data to analyze, applying the linguistic theories of morphosyntax taught in the department.

- b. Does your program assess all SLOs every year, or are they assessed on a staggered, three-year cycle? If staggered, please describe which SLOs will be assessed for each year. If a table better describes your response, insert it here.

Data are collected for each SLO from MA thesis and exam committees and from the LING 512 instructor every academic year. Data are reported in a staggered cycle. SLOA.1 is assessed in year 1 of the reporting cycle. SLOB.1 is assessed in year 2 of the reporting cycle. SLOC.1 is assessed in year 3 of the reporting cycle.

- c. What is the process you will use to review, analyze and interpret your assessment data?

Data from the previous academic year are compiled by the assessment coordinator for the department and presented in a faculty meeting for discussion. The assessment coordinator presents any anomalies or data collection issues to the faculty, and faculty discuss or resolve any outstanding issues. Assessment adjustments are implemented by the assessment coordinator

- d. What is the process you will use to communicate and implement your assessment results?

Faculty meetings are used for communicating assessment results.

SLO A1: Students will describe basic principles of leading functional, cognitive and typological linguistic theories in phonology, morphosyntax, semantics or discourse and language change; OR, SLO B1: Students will describe the hypotheses, arguments and evidence presented in current research publications in core areas of linguistics.

MA comprehensive exam/thesis defense committee members should use the following rubric to assess each SLO *independently* of the submitted work as a whole. Please return the rubric to the Assessment Coordinator. (NOTE: Only LING faculty committee members need to be involved in this process.)

Check one: ____ MA Comprehensive Exam ____ MA Thesis Defense	4= MA student surpasses expectations with respect to meeting the SLO	3= MA student meets the SLO with only minor lapses in clarity or accuracy	2 = MA student meets the SLO, but major lapses in clarity or accuracy exist for the SLO	1 = MA student is unable to meet the SLO due to severe misunderstandings or inaccuracies	0 = n/a; SLO is not relevant to the student work (this column is expected to be rarely used but may be needed in certain cases)
Students will describe basic principles of leading functional, cognitive and typological linguistic theories in phonology, morphosyntax, semantics, discourse, psycholinguistics, sociolinguistics, and language change.					
Students will describe the hypotheses, arguments and evidence presented in current research publications in core areas of linguistics.					

SLOC.1: Students analyze a novel set of naturally occurring data following principles of a linguistic theory.

LING 512 instructor should use the following rubric to assess the SLO and then return this rubric to the Assessment Coordinator.

	4= MA student surpasses expectations with respect to meeting the SLO	3= MA student meets the SLO with only minor lapses in clarity or accuracy	2 = MA student meets the SLO, but major lapses in clarity or accuracy exist for the SLO	1 = MA student is unable to meet the SLO due to severe misunderstandings or inaccuracies	0 = n/a; SLO is not relevant to the student work (this column is expected to be rarely used but may be needed in certain cases)
Students analyze a novel set of naturally occurring data following principles of a linguistic theory.					