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 ☐ AY24/25-26/27

Academic Program of Study:*

Degree or Certificate level: Ph.D.   Name of the program: Ph.D. 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 orally present a research project as expected in conference presentations.

Program Goal #2:   To write a research prospectus reflecting grant-writing skills

Program Goal #3:   To write a paper of publishable quality for a peer-reviewed journal

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

Student Learning Outcomes (SLOs) *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.*	Program Goal # *Please list the Program Goal(s) that the SLOs are aligned under. Use the numbering system (1,2,3..) assigned above.*	UNM Student Learning Goals *Check as appropriate: K=Knowledge; S=Skills; R=Responsibility*			Assessment Measures *Provide a description of the assessment instrument used to measure the SLO.* *For additional guidance on assessment measures, click here.*	Performance Benchmark *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.)*	Student Population(s) *Describe the sampled population, including the total number of students and classes assessed. See note below.*
		K	S	R			
Student can defend an original research problem in a subarea of linguistics chosen for doctoral research using discourse appropriate to a conference setting (SLOA.1)	1	☑	✔	✔	Oral Defense of Dissertation Prospectus Rubrics collected from all relevant members of the committee	The criterion for success: the average of committee evaluations of written dissertation proposals is 3 or above on the assessment rubric.	Faculty assessment of student performance will be collected each academic semester for those students submitting relevant work
Student can defend an original research problem in a subarea of linguistics chosen for doctoral research using appropriate textual, visual, graphic, or other supplementary materials (SLOA.2)	1	☐	☑	✔	"	"	"
Student can field questions appropriately for a conference style presentation in a subarea of linguistics chosen for doctoral research (SLOA.3)	1	☐	☑	✔	"	"	"

Student Learning Outcome					Measure	Criterion for Success	
Student can identify an original research problem in a subarea of linguistics chosen for doctoral research (SLOB.1)	2	✔	✔	✔	Written Dissertation Prospectus Rubrics collected from all relevant members of the committee.	The criterion for success: the average of committee evaluations of dissertation defense proposals is 3 or above on the assessment rubric.	"
Student can present relevant data for an original research problem in a subarea of linguistics chosen for doctoral research SLOB.2)	2	☐	✔	☐	"	"	"
Student can present a methodology for completing an original research problem in a subarea of linguistics chosen for doctoral research (SLOB.3)	2	✔	✔	✔	"	"	"
Student can write a paper for an original research problem in a subarea of linguistics demonstrating appropriate style and prose conventions for journal articles (SLOC.1)	3	✔	✔	☐	Qualifying Paper Rubrics collected from all the relevant members of the committee	"	"
Student can critically compare and evaluate relevant theories for an original research problem in a subarea of linguistics (SLOC.2)	3	✔	✔	☐	"	"	"

	3				"	"	"
Student can interpret the results of an original study in a manner that brings new insights to a subarea of linguistics (SLOC.3)		✔	✔	☐			

SECTION II-2

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?

    Rubrics used for evaluating student performance on PhD Qualifying Papers, Oral Defense of Dissertation Proposal and Written Prospectus (Dissertation Proposal).

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 every academic year. Data are reported on in a staggered cycle. SL0A.1-A.3 is assessed in year 1 of the reporting cycle. SLOB.1-B3 is assessed in year 2 of the reporting cycle. SLOC.1-C.3 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 Fall semester 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 the venue used for communicating assessment results and updates on implementation of changes to the assessment process.

SLOs A1-A3: Committee members should use the following rubric to assess each SLO related to proposal hearing _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.)

	4= PhD student surpasses expectations with respect to meeting the SLO	3= PhD student meets the SLO with only minor lapses	2 = PhD student meets the SLO, but major lapses exist for the SLO	1 = PhD student is unable to meet the SLO	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)
Student can defend an original research problem in a subarea of linguistics chosen for doctoral research using discourse appropriate to a conference setting					
Student can defend an original research problem in a subarea of linguistics chosen for doctoral research using appropriate textual, visual, graphic, graphic, or other supplementary materials					
Student can field questions appropriately for a conference style presentation in a subarea of linguistics chosen for doctoral research					

SLOs B1-B3

Committee members should use the following rubric to assess each SLO related to the <u>written</u> dissertation proposal <u>*independently*</u> 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.)

	4= PhD student surpasses expectations with respect to meeting the SLO	3= PhD student meets the SLO with only minor lapses	2 = PhD student meets the SLO, but major lapses exist for the SLO	1 = PhD student is unable to meet the SLO	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)
Student can identify an original research problem in a subarea of linguistics chosen for doctoral research					
Student can present relevant data for an original research problem in a subarea of linguistics chosen for doctoral research					
Student can present a methodology for completing an original research problem in a subarea of linguistics chosen for doctoral research					

SLOs C1-C3: Please use the below rubric to assess each SLO related to the qualifying paper _independently_ of the submitted work as a whole. Please return the rubric to the Assessment Coordinator.

	4= PhD student surpasses expectations with respect to meeting the SLO	3= PhD student meets the SLO with only minor lapses	2 = PhD student meets the SLO, but major lapses exist for the SLO	1 = PhD student is unable to meet the SLO	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)
Student can write a paper for an original research problem in a subarea of linguistics demonstrating appropriate style and prose conventions for journal articles					
Student can critically compare and evaluate relevant theories for an original research problem in a subarea of linguistics					
Student can interpret the results of an original study in a manner that brings new insights to a subarea of linguistics					