

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: 11/20/2023

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

AY22/23-24/25 AY24/25-26/27 AY26/27-28/29

Academic Program of Study:*

Degree or Certificate level: B.A.

Name of the program: B.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 develop awareness of the nature of language and its role in human society

Program Goal #2: To develop knowledge of theories of language and how theories relate to data

Program Goal #3: To develop skills in the analysis of linguistic data and to relate linguistic structures to the functions they perform

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 articulate an awareness of linguistic diversity and variability within and across societies. (SLOA.1)	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Collection of end-of-semester work (exams/projects/research papers) in LING 331 (Language in Society), a required course at the beginning of the major	We expect 75% of students' end-of-semester work to be at a 4, 3, or 2 on the assessment rubric used for evaluating students' ability to articulate an awareness of linguistic diversity and variability within and across societies	All students who take LING 331 across the three year reporting cycle are sampled
Students will describe how a linguistic theory would interpret relevant data, or how that data is problematic for the theory. (SLOB.1)	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Collection of end-of-semester work (exams/projects/research papers) in LING 367 (Psychology of Language), a required course at the beginning of the major	We expect 75% of students' end-of-semester work to be at a 4, 3, or 2 on the assessment rubric used for evaluating students' ability to describe how a linguistic theory would interpret relevant data, or how that data is problematic for the theory.	All students who take LING 367 across the three year reporting cycle are sampled
Students will analyze data from language structures and relate it to language function. (SLOC.1)	3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Collection of end-of-semester work (exams/projects/research papers) in LING 322 (Grammatical Analysis), a required course at the beginning of the major	We expect 75% of students' end-of-semester work to be at a 4, 3, or 2 on the assessment rubric used for evaluating students' ability to analyze data from language structures and relate it to language functions.	All students who take LING 322 across the three year reporting cycle are sampled

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?

Direct measurement of SLOs come from instructors' evaluation of SLOs against end-of-semester work (exams/projects/research papers) in LING 331 (Language in Society), LING 367 (Psychology of Language), and LING 322 (Grammatical Analysis). These courses are three of the required core courses for the BA curriculum. Rubrics used to assess student work are attached at the end of the document.

- 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 for each student every academic year (331 in Fall; 322 Spring and Fall; 367 Spring). 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 and discussing any needed curricular changes.

SLO A1: Students will articulate an awareness of linguistic diversity and variability within and across societies.

<p>4 = Student excels at articulating a sensitivity to and appreciation of linguistic variation and excels in providing examples of how variation operates within and across societies</p> <p>Student performance on SLO is superior for BA level</p>	<p>3 = Student can clearly and accurately articulate what linguistic variation is (with relevant examples) and can clearly and accurately explain how variation operates within and across societies (with possibly some minor lapses in understanding).</p> <p>Student performance on SLO is good for a BA level.</p>	<p>2 = Student is able to articulate what linguistic variation is and how variation operates within and across societies, but some lapses exist in student ability to consistently articulate or illustrate these concepts.</p> <p>Student performance on SLO is average for a BA level.</p>	<p>1 = Student demonstrates some ability to articulate what linguistic variation is; or, student has some ability to provide examples of how variation operates within and across societies.</p> <p>Student performance is below average for a BA level.</p>	<p>0 = Student work cannot be evaluated (e.g. student did not turn in work)</p> <p>OR</p> <p>Student is unable to articulate what linguistic variation is; or student is unable to provide examples of how variation operates within and across societies.</p> <p>Student performance is poor for a BA level, or the work was not completed.</p>
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SLO B1: Students will describe how a linguistic theory would interpret relevant data, or how that data is problematic for the theory.

<p>4 = Student excels at describing how a linguistic theory would interpret relevant data or how that data is problematic for a given theory</p>	<p>3 = Student can clearly and accurately describe how a linguistic theory would interpret relevant data or how that data is problematic for a given theory (with possibly some minor lapses in understanding).</p>	<p>2 = Student is able to describe how a linguistic theory would interpret relevant data or how that data is problematic for a given theory, but some lapses exist in student ability to consistently describe theoretical interpretations of the data.</p>	<p>1 = Student demonstrates some ability to describe how a linguistic theory would interpret relevant data or how that data is problematic for a given theory</p>	<p>0 = Student work cannot be evaluated (e.g. student did not turn in work)</p> <p>OR</p> <p>Student is unable to describe how a linguistic theory would interpret relevant data or how that data is problematic for a given theory</p>
<p>Student performance on SLO is superior for BA level</p>	<p>Student performance on SLO is good for a BA level.</p>	<p>Student performance on SLO is average for a BA level.</p>	<p>Student performance is below average for a BA level.</p>	<p>Student performance is poor for a BA level, or the work was not completed.</p>

SLO C1: Students will analyze data from language structures and relate it to language function.

<p>4 = Student excels at analyzing language structures and relating the analysis to language function.</p>	<p>3 = Student can clearly and accurately analyze language structures and relate the analysis to language functions (with possibly some minor lapses in understanding).</p>	<p>2 = Student is able to analyze language structures and relate the analysis to language functions, but some lapses exist in student ability to consistently analyze the data in light of language function.</p>	<p>1 = Student demonstrates some ability to analyze language structures and relate the analysis to language functions</p>	<p>0 = Student work cannot be evaluated (e.g. student did not turn in work)</p> <p>OR</p> <p>Student is unable to analyze language structures and relate the analysis to language functions</p>
<p>Student performance on SLO is superior for BA level</p>	<p>Student performance on SLO is good for a BA level.</p>	<p>Student performance on SLO is average for a BA level.</p>	<p>Student performance is below average for a BA level.</p>	<p>Student performance is poor for a BA level, or the work was not completed.</p>