

B.A. Languages
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: *Arts and Sciences*
2. Department: *Foreign Languages and Literatures*
3. Date: *January 15, 2009*

B. Academic Program of Study

B.A. Languages

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

- A. Students will be able to read and write non-specialist texts with clear identification and expression of key ideas in two languages other than English.
- B. Students will be able to communicate effectively (orally and aurally) in common situations in two languages other than English.
- C. Students will be able to distinguish the salient features of cultures associated with the set of languages, designated as their areas of major and minor study, in historical and contemporary contexts.
- D. Students will be able to identify the role played by several significant forms of representation in the cultures associated with the languages designated as their areas of major and minor study.

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

- A.1. Students can use and comprehend common word patterns in two languages other than English, including tense, and syntax.
- A.2. Students can communicate and comprehend narratives and descriptions of a factual nature in two languages other than English (oral communication not required for classical languages, gestural communication substituted for oral and written communication not required for American Sign Language).
- B.1. Students can recognize and use common word patterns and idiomatic expressions in an accent comprehensible to native speakers of two languages other than English (oral recognition and use not required for classical languages, gestural communication substituted for oral for ASL).

- B.2. Students can participate in conversations by initiating, sustaining, and bringing to a close a range of daily communicative tasks in two languages other than English (not applicable for classical languages).
- B.3. Students can use common word patterns and idiomatic expressions in writing comprehensible to native speakers in two languages other than English (not applicable for ASL).
- C.1. Students can identify the parts of the world in which languages designated as their areas of major and minor study have played and play a significant role.
- C.2. Students can identify ways that the achievements, people and values of the cultures associated with languages designated as their areas of major and minor study have been represented internally and externally.

E. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.2. Students can communicate and comprehend narratives and descriptions of a factual nature in two languages other than English.	XX	XX		
B.1. Students can recognize and use common word patterns and idiomatic expressions in an accent comprehensible to native speakers of two languages other than English.	XX	XX		
C.1. Students can identify the parts of the world in which languages designated as their areas of major and minor study have played and play a significant role.	XX	XX		
C.2. Students can identify ways that the achievements, people and values of the cultures associated with languages designated as their areas of major and minor study have been represented internally and externally.	XX	XX	XX	

2. How will learning outcomes be assessed?

A. What:

- i. *For each SLO, briefly describe the means of assessment.*

For A.2 and B.1, for non-classical languages, oral presentations with questions and answers in two target languages. For A.2, B.1, and C.1 or C.2, written papers of 5-6 pages. Students of classical languages will be required to demonstrate comprehension only. Students of modern languages will be required to demonstrate written competence

and reading comprehension. Assessment of A.2, B.1, C.1 and C.2 will be done for the two languages designated as the student's major area of study.

ii. *Indicate whether each measure is **direct** or **indirect**.*

All measures are direct.

iii. *Briefly describe the **criteria for success**.*

For measures of A.2 and B.1, as they are assessed in oral performance (not applicable for classical languages or ASL), assessment will be correlated with the ACTFL (American Council of Teachers of Languages) "Oral Proficiency Guidelines: Speaking". For each of these, the ACTFL description of "intermediate-high" corresponds to an acceptable performance. We expect 75% of students to meet the "intermediate-high" criteria. We expect to revise this standard after piloting our assessment process over the 2009-12 period.

ACTFL guidelines: Speaking at the "Intermediate-high" level:

"Able to handle successfully most uncomplicated tasks and social situations. Can initiate, sustain and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but error are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The intermediate-high speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may be required."

For measures of A.2 and B.1, as they are assessed in written performance (not applicable to classical languages or ASL), assessment will be correlated with the ACTFL (American Council of Teachers of Languages "Writing Proficiency Guidelines". For each of these, the ACTFL description of "intermediate-high" corresponds to an adequate performance. We expect 75% of students to achieve at the "intermediate-high" level or above. We expect to revise this standard after piloting our assessment process over the 2009-12 period.

ACTFL guidelines: Writing at the "intermediate-high" level

"Writers at the intermediate-high level are able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Intermediate-high writers connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level . . ."

For measures of C.1 or C.2, students will be assessed on their correct identification and their capacity to provide appropriate cultural and historical context. 80% of students are expected to perform adequately on C.1 and C.2.

Note: The Languages B.A. is interdisciplinary; students may study languages taught by other departments than the Department of Foreign Languages, such Dine, American Sign Language, Spanish and Portuguese, Swahili, Ancient Arabic, and Sanskrit. The Department of Foreign Languages and Literatures does not have the expertise to assess student performance in languages taught by other departments and programs which are,

nonetheless, admissible for the B.A. in Languages. Our long-term plan for ameliorating assessment in this B.A. involves creating tools that other programs and department may administer.

B. Who:

All graduating majors enrolled in advanced undergraduate classes taught by the department of Foreign Languages and Literatures during the Spring semester, at the time of assessments. Normally, this will correspond to 8 or more students and to a statistically representative sample of program majors who have concentrated on at least one language taught by the Department of Foreign Languages and Literatures. We cannot assess all majors because many of them designate languages that are taught by departments other than FLL as their areas of major study; we do not have the expertise to evaluate languages taught outside of our department. Our long-term plan for ameliorating assessment in this B.A. involves increasing coordination with other programs and departments that offer languages.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

Students will be assessed in 300-level courses in the language programs taught by FLL through an oral presentation of 10 minutes and a written essay of 5-6 pages every Spring semester. Results will be discussed by the FLL languages faculty in the first Fall meeting of every academic year and reported to the departmental undergraduate committee. Improvements to the Languages program, corresponding to assessment outcome findings, will be proposed and implemented by the Languages faculty. Any necessary broad curricular changes will be subject to review by the Foreign Languages and Literatures faculty and will be presented by the end of the appropriate Fall semester.

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

Gathering of evidence will be performed by the faculty of record for 300-level language and culture courses in the Department of Foreign Languages and Literatures. An initial analysis will be performed by the undergraduate languages advisor. Results will be presented in a regular meeting of the Undergraduate Committee. This committee will generate recommendations focused on the assessment process, curricular redesign or update, and strengthening of skill development in individual courses as well as in the program as a whole. The proposed changes will be discussed and the results will be conveyed to the faculty of the entire department for comment and approval. New policy will be kept on file, published on the departmental website, and included in the syllabi or program faculty. The projected time frame for these recommendations is early Fall semester, after all assessment data has been gathered and analyzed. The pilot of outcomes assessment for the Languages B.A. will be Spring 2011. This outcomes assessment plan is provisional only, as further discussion with participating programs and

departments -- focused on how to assess outcomes in languages we do not teach -- is necessary.

Addendum 1 -- Outcomes Assessment Scoring Sheet of B.A. Languages Oral Presentation and Q&A (two per candidate, corresponding to two major languages of study)

Name of B.A. candidate _____ Language _____

Date of assessment _____

Semester/Year _____

Circle an evaluation of student's performance of designated skill, where 1 is poor and 5 is excellent.

(A.2.) Student communicates and comprehends narratives and descriptions of a factual nature in target language:

1 2 3 4 5

(B.1.) Student recognizes and uses (modern languages only) common word patterns and idiomatic expressions in an accent comprehensible to native speakers:

1 2 3 4 5

(C.1.) Student identifies the parts of the world in which the language has played a significant role:

(or -- indicate whether C.1 or C.2 is being assessed)

(C.2.) Students identifies ways that the achievements, people and values of the cultures associated with French have been represented internally and externally:

1 2 3 4 5

Comments (please address quality of answers to questions):

Addendum 2 -- Outcomes Assessment Scoring Sheet of B.A. Languages Written Essay
(two per candidate, corresponding to two major languages of study)

Name of B.A. candidate _____ Language: _____

Date of assessment _____

Semester/Year _____

Circle an evaluation of student's performance of designated skill, where 1 is poor and 5 is excellent.

(A.2.) Student communicates and comprehends narratives and descriptions of a factual nature in target language:

1 2 3 4 5

(B.1.) Student recognizes and uses (modern languages only) common word patterns and idiomatic expressions in an accent comprehensible to native speakers:

1 2 3 4 5

(C.1.) Student identifies the parts of the world in which the language has played a significant role:

(or -- indicate whether C.1 or C.2 is being assessed)

(C.2.) Students identifies ways that the achievements, people and values of the cultures associated with French have been represented internally and externally:

1 2 3 4 5

Comments:
