

Template
Academic Program
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: *Arts and Sciences*
2. Department: *Spanish and Portuguese*
3. Date: *January 14, 2009*

B. Academic Program of Study*

B.A. Spanish

C. Contact Person(s) for the Assessment Plan

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D. Broad Program Goals & Measurable Student Learning Outcomes

[Attach Cover Sheet for Student Learning Outcomes and associated materials.]

OR

[List below:]

1. Broad Program Learning Goals for this Degree/Certificate Program

- A. Students will understand, think critically, and communicate about texts written in Spanish or Portuguese.
- B. Students will present ideas and information in spoken Spanish or Portuguese.
- C. Students will use Spanish or Portuguese in interpersonal interactions.

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

- A.1. Students will analyze literary, cultural, and/or linguistic texts within their historical, social, and theoretical or literary contexts.
- A.2. Students will compose essays applying argumentative techniques and documentation that demonstrate understanding of the texts.
- B.1. Students will present information, concepts, and analyses orally using diverse vocabulary and complex grammatical structures.

* 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.).

C.1. Students will engage in interpersonal communication with peers and superiors demonstrating fluency, accuracy, and an awareness of culturally appropriate vocabulary, values, and behavior.

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. Student Learning Outcomes

[Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]

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.
<i>A.2 Students will compose essays applying argumentative techniques and documentation that demonstrate understanding of the texts.</i>	X	X		
<i>B. 1. Students will present information, concepts and analyses orally using diverse vocabulary and complex grammatical structures.</i>	X	X		

2. How will learning outcomes be assessed?

A. What: *In order to gather both a written paper and an audio recording from majors and second majors for A2 and B1, the department will develop a plan in which 1/2 of the 400-level courses will gather written data and the other half will gather recorded data.*

- i. *A 2 The undergraduate secretary will collect one electronic essay from each graduating major and second major enrolled in the designated 400-level classes at the end of the spring semester.*
- ii. *This measure is **direct***
- iii. *The rubric used to evaluate the essays is a 3 point rubric: 1=less than adequate, 2=adequate, 3= more than adequate. It is expected that 60% of the essays will receive either a 2 or 3 rating.*

i. *B 1 Sound recordings will be made by the faculty of 1 oral presentation (5-10 mins) from each graduating major and second major enrolled in the designated 400-level Spanish classes during spring semester.*

- ii. *This measure is **direct**.*
- iii. *The rubric used to evaluate the sound recordings of a presentation is a 3 point rubric: 1=less than adequate, 2= adequate, 3 = more than adequate. It is expected that 60% of the sound recordings will receive either a 2 or 3 rating.*

B. Who: A 2 A sample of 20% of graduating senior essays will be used to evaluate the SLO. Faculty of the selected 400-level classes will provide the undergraduate secretary with a list of graduating students so that the secretary can contact the students and ensure that their essays are turned in before spring graduation. The secretary will also make sure that all personal information is removed from the essays before they are given to the committee for reading. The secretary will select the essays to be assessed in a random fashion, making sure that at least 1 essay is chosen from each of the designated courses offered at the 400-level in the spring.

B 1 A sample of 20% of graduating senior audio recordings will be used to evaluate the SLO. Faculty will record all presentations in the designated 400-level classes and will turn in the recordings to the undergraduate committee and faculty advisor who will select the recordings randomly, making sure that at least 1 oral presentation is chosen from each of the designated courses offered at the 400-level in the spring.

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

The undergraduate assessment committee and the Faculty undergraduate advisor will decide how to best use its resources to assess essays and audio recordings each spring.

A 2 *At the end of spring semester the undergraduate committee, the Faculty undergraduate advisor, and 1-2 students from the PhD program will meet in one sitting to read and evaluate the essays. At that time, the committee will discuss the results of the essays and prepare a report for the faculty. A notetaker will record comments and ideas that are suggested in the discussion.*

B 1 *At the end of spring semester the Faculty undergraduate advisor and colleagues and 1-2 PhD students in the Spanish program will meet in one sitting to listen to the presentations and assess them. At that time, the committee will discuss the results of the presentations and prepare a report for the faculty. A notetaker will record comments and ideas that are suggested in the discussion.*

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

A 2 *At the spring semester meeting the committee will determine what the implications are of the results and will make suggestions about the usefulness of the evaluation criteria, the preparation of students for the assignment and useful pedagogy for teaching writing. These insights/ recommendations will be presented to the faculty either in the spring or the following fall.*

B 1 *At the spring semester meeting the committee will determine if the recording of oral presentations is a useful assessment and if the criteria is meaningful. The discussion will also include recommendations for teachers regarding the pedagogy of developing oral skills*

in the classroom. These insights/ recommendations will be presented to the faculty either in the spring or the following fall.