

Template
Academic Program
Plan for Assessment of Student Learning Outcomes
College of Arts and Sciences
The University of New Mexico

A. College, Department and Date

1. College: *College of Arts and Sciences, University of New Mexico, Main Campus*
2. Department: *Foreign Languages and Literatures*
3. Date: *December 12, 2017*

B. Academic Program of Study*

B.A. Classics

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. To teach students to read texts in the ancient language(s) with clear identification and comprehension of key ideas.

B. To teach students how to begin analyzing the historical and contemporary effects of a literary work in the ancient language(s).

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program [Your program should have at least 3 and these should be aligned with the program Goals (as indicated by A, B, C, etc.) and UNM's broad learning goals]

A.1. Students will be able to comprehend common word patterns in the ancient language(s) (Latin and/or Greek), including tense, declension, syntax, and specific diction.

UNM Goals (Knowledge Skills Responsibility)

A.2. Students will be able to comprehend and analyze a narrative composed in an ancient language(s) (Latin and/or Greek).

UNM Goals (Knowledge Skills Responsibility)

* 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.).

B.1. Students will be able to ask questions about the conditions of a literary work’s production and reception.

UNM Goals (X Knowledge X Skills Responsibility)

B.2. Students will be able to ask questions about the form and content of a literary work.

UNM Goals (X Knowledge X Skills Responsibility)

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes and report annually and to measure all program outcomes at least once over a three-year review cycle.

1. Timeline for Assessment

In the table below, briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. List when outcomes will be assessed and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)

Year/Semester	Assessment Activities
Year 1, Fall	Assessment of SLOs A.1 and A.2 of students planning to graduate in following spring semester (translation/essay)
Year 1, Spring	Assessment of SLOs B.1 and B.2 of students planning to graduate in current semester (translation/essay)
Year 2, Fall	Assessment of SLOs A.1 and A.2 of students planning to graduate in following spring semester (translation/essay)
Year 2, Spring	Assessment of SLOs B.1 and B.2 of students planning to graduate in current semester (translation/essay)
Year 3, Fall	Assessment of SLOs A.1 and A.2 of students planning to graduate in following spring semester (translation/essay)
Year 3, Spring	Assessment of SLOs B.1 and B.2 of students planning to graduate in current

Classics faculty evaluates each B.A. student in final semester of student's course of studies. At the end of the 3rd year period the Classics faculty meets to determine effectiveness of program by which we can make an informed assessment of our program's success or weaknesses, consider any necessary changes to assessment plan/tools; program curriculum or pedagogy, communication of any proposed changes deemed necessary by Classics faculty.

2. How will learning outcomes be assessed?

A. What:

- i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?*

(A.1) Students' skills in the ancient language(s) appropriate for level of course study attained during their program of study was measured both through direct assessment of translation skills on the final exam administered in the final language course(s) of a student's degree program and by direct assessment of translation skills in said class when called upon by teaching faculty.

(A.2) Students' comprehension of narrative appropriate for level of course study attained during program was measured both through direct assessment of a translation/essay component of the final exam administered in the final language course(s) of a student's degree program as well assessment of a student's grasp of the material as demonstrated through participation in class discussion of course material.

(B.1) Students' understanding of details of a literary work's production and reception was measured both through direct assessment of a translation/essay component of the final exam administered in the final language course(s) of a student's degree program as well as direct assessment of student comments during classroom participation in said course.

(B.2) Students' understanding of the importance of the form and content of a literary work was measured both through direct assessment of a translation/essay exam administered in the final language course(s) of a student's degree program as well as direct assessment of student comments during classroom participation in said course.

Production and administration of examination/written assignment to measure student learning objectives will take place in the semester of graduation, or in the last appropriate course taken by a student as part of his or her degree program. Results will be discussed by faculty in Classical Studies to propose and implement any necessary changes in teaching of languages for the following academic year. Results of assessment and any

proposed changes will be brought before the committee of Undergraduate Studies composed of departmental faculty.

For this second cycle of assessment (Fall 2016- Spring 2019) program faculty have decided to revise our assessment tools. In previous cycle, program faculty implemented an “exit interview” with graduating BA students as a way to measure indirectly program effectiveness. However, program faculty found it difficult to know the graduation date of every student due to poor communication from College of A&S advisors with program. In several instances we missed students and were not able to administer the exit interview, so we have revised our practices as outlined in the 4 SLOs above (A.1, A.2, B.1, B.2) to ensure better assessment coverage of majors in anticipation of their graduation.

ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, contact assessmentas@unm.edu for clarification. You should have **both direct and indirect measures** and at least **half of the assessment methods/measures program wide will be direct measures** of student learning.*

(A.1) Students’ skills in the ancient language(s) appropriate for level of course study attained during their program of study was measured both through direct assessment of translation skills on the final exam administered in the final language course(s) of a student’s degree program and by direct assessment of translation skills in said class when called upon by teaching faculty.

(A.2) Students’ comprehension of narrative appropriate for level of course study attained during program was measured both through direct assessment of a translation/essay component of the final exam administered in the final language course(s) of a student’s degree program as well assessment of a student’s grasp of the material as demonstrated through participation in class discussion of course material.

(B.1) Students’ understanding of details of a literary work’s production and reception was measured both through direct assessment of a translation/essay component of the final exam administered in the final language course(s) of a student’s degree program as well as direct assessment of student comments during classroom participation in said course.

(B.2) Students’ understanding of the importance of the form and content of a literary work was measured both through direct assessment of a translation/essay exam administered in the final language course(s) of a student’s degree program as well as direct assessment of student comments during classroom participation in said course.

iii. *Briefly describe the **criteria for success** related to each direct or indirect measures of assessment. What is the program’s performance target (e.g., is an “acceptable or better” performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, include them as appendices.*

(A.1): Student success will be measured by a student's ability to identify correctly the case, number, and gender of nouns, pronouns, and adjectives; the person, number, tense, voice, and mood of verbs; and the case, number, gender, tense, and voice of participles in a passage in the target language(s). The department faculty aim to have students correctly identify 70% or better of the word forms both on written exams and during in-class oral translations of text. Our criterion for success is for 80% of our BA graduates to be able to identify 70% (or better) of word forms.

(A.2): Student success will be measured by a student's ability to translate a narrative passage in the target ancient language(s) into correct idiomatic English. The department faculty aim to have students translate 70% of the passage or better both on written exams and during in-class oral translations of text. Our criterion for success is for 80% of our BA graduates to be able to translate 70% (or better) of narrative passage.

(B.1): Student success will be measured by written response to an essay question pertaining to the literary production and/or reception of an author, literary work, or genre composed in the ancient language(s) covered in the student's course of studies. Department faculty aims to have students demonstrate average or better comprehension of production and/or reception of the ancient author, literary work, or genre both on essay-portions of written exams and during in-class discussions of classroom materials. Our criterion for success is for 80% of our BA graduates to be able to respond and comprehend 70% (or better) of literary production of ancient author(s), literary work(s), and/or genres.

(B.2): Student success will be measured by written response to an essay question pertaining to the form and/or content of an author, literary work, or genre composed in the ancient language(s) covered in the student's course of studies. Department faculty aims to have students demonstrate average or better comprehension of the form and/or content of the ancient author, literary work, or genre both on essay-portions of written exams and during in-class discussions of classroom materials. Our criterion for success is for 80% of our BA graduates to be able to respond and comprehend 70% (or better) of form/content of ancient author(s), literary work(s), and/or genres.

B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students. Please note that you are recommended to sample all students in your program; however, sampling approx. 20% of the student population is acceptable if the course's total student population (or student enrollment) exceeds 99 in an academic year. A valid explanation should be provided for samples that are less than 20% of the total student population.

Due to the small number of annual graduates who receive a B.A. Classical Studies, all students in the program will be assessed, to the best of our abilities to identify them.

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

Briefly describe:

1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*

Program faculty will administer assessment of program SLOs. Assessment data will be compiled by the Undergraduate Advisor for Classical Studies, who will then pass information on to the rest of the Classics teaching faculty who will meet to determine whether program is meeting its benchmarks in student performance on SLOs.

2. *the process for consideration of the implications of assessment for change:*
 - a. *to assessment mechanisms themselves,*

Classics faculty will meet at least once during our 3-year cycle to fine-tune the assessment process and to make sure that the program is meeting its benchmarks in terms of student performance on SLOs.

- b. *to curriculum design,*

Should Classics faculty determine that changes to program or curriculum design are warranted, curriculum design will be carried out through departmental process of conversation first among program faculty, who will then propose policy and curriculum changes to the Committee of Undergraduate Studies. After the Committee of Undergraduate Studies meets and discusses changes to curriculum, the matter will be brought up before the entire faculty of the department for a general vote.

- c. *to pedagogy*

Changes in pedagogy will reflect discussions of course faculty in light of student evaluations, as well as peer teaching evaluations. Recommended changes in pedagogy will be discussed among Classics faculty and then implemented on a test-basis before being adopted widely among other Classics courses.

3. *How, when, and to whom will recommendations be communicated?*

Any recommendations will first be discussed and determined by conversation between Classics faculty. Approved recommendations will then be communicated to the Committee of Undergraduate Studies, which will discuss proposed changes. The results of that meeting will be conveyed to the faculty of the entire department for comment and approval. New policy will be published on departmental websites and in the syllabi of program faculty.

Appendix 1 – Assessment instruments

Student _____

Semester of Graduation _____

Assessment of Outcomes A-B:

A.1: Students are able to comprehend common word patterns in the ancient language(s), including tense, declension, syntax, and specific diction.

Poor					Excellent
1	2	3	4	5	

A.2: Students are able to comprehend written narratives composed in the ancient language(s).

Poor					Excellent
1	2	3	4	5	

B.1: Students will be able to ask questions about the conditions of a literary work's production and reception.

Poor					Excellent
1	2	3	4	5	

B.2: Students will be able to ask questions about the form and content of a literary work.

Poor					Excellent
1	2	3	4	5	

Evaluator: _____

Date: _____