

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

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**A. College, Department and Date**

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

**B. Academic Program of Study\***

*M.A. Spanish*

**C. Contact Person(s) for the Assessment Plan**

*Margo Milleret, Assoc. Prof. of Portuguese and Spanish, [milleret@unm.edu](mailto:milleret@unm.edu).*

**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 acquire a broad knowledge of Hispanic and/or Portuguese languages, literatures and cultures.
- B. Students will develop and utilize academic forms of written and oral communication in Spanish or Portuguese.
- C. (for Teaching Assistants only) Students will acquire and practice effective language teaching pedagogies.

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

- A.1. Students contextualize primary texts or data within a broad knowledge of Iberian and Latin American/Southwest Hispanic literature and Hispanic linguistics.
- B.1. Students will write coherent, academic essays or research papers analyzing literary, linguistic or cultural topics, utilizing current literary theories and methods or conducting empirical analyses.
- B.2. Students will present research results either in scholarly papers at local colloquia or

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\* 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.).

professional conferences or in peer-reviewed regional or national journals.

C.1 Teaching Assistants apply knowledge of current Second Language and/or Heritage Language Acquisition theory and pedagogy by teaching their classes effectively.

**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 SLAs	Knowledge	Skills	Responsibility	Program SLOs different
<i>A.1 Students contextualize primary texts or data within a broad knowledge of Iberian and Latin American/Southwest Hispanic literature and Hispanic linguistics.</i>	X	X		
<i>B. 2. Students will present research results either in scholarly papers at local colloquia or professional conferences or in peer-reviewed regional or national journals.</i>	X	X		

**2. How will learning outcomes be assessed?**

i. *A.1 The graduate secretary collects MA exams from all students of Spanish who present themselves to be examined. Exams are always conducted on the last 2 days of spring break. Copies of the exams are distributed to faculty for reading by the graduate secretary on the Monday following the exams. Faculty members select the exams that they want to read, based on their own areas of expertise. They have 1 week to read and grade the exams, and then results are discussed at a faculty meeting within 2 weeks of the exams.*

ii. *This is a direct measurement.*

iii. *The department uses a 4 point descriptive rubric: 4=high pass, 3=pass, 2=low pass, 1=fail. Expectations are that 85% of MA candidates in spring will be rated at a low pass or above and 65% will receive a pass or above.*

i. *B. 2 The graduate secretary will collect proof of participation in a scholarly event-- either the program with the students' name or a table of contents showing the article or a flier announcing the colloquia. The graduate advisor will consult regularly with the graduate secretary and the faculty mentors to verify that graduating MA students are participating in scholarly events before they complete their degrees.*

ii. *This is an indirect measurement.*

iii. *It is expected that 60% of students will fulfill this outcome.*

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

*A.1 The Faculty graduate advisor leads the discussion at the department meeting and discusses with faculty the implications for the graduate program. All faculty participate in the discussion, and determine how the program can better meet the needs of the MA students.*

*B. 2 The graduate committee and the Faculty graduate advisor will discuss the results each spring and will then report to the larger faculty.*

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

*A.1 The Faculty graduate advisor and committee are responsible for considering the implication of the assessment- such as a) do students demonstrate their knowledge of the materials, b) do the students contextualize that knowledge, c) do the students make their arguments effectively. Possible remediations that have been discussed in the past are a) making revisions to the MA reading list, b) offering workshops on how to write a good MA exam, and c) making changes in the classroom pedagogy.*

*B. 2. The Faculty graduate advisor and committee will advise the faculty if the expectations are not being met and encourage faculty to mentor their students with information about conferences, colloquia and journals and to review proposals so that students have a better chance at acceptance.*