

Latin American Studies Program
Ph.D. in Latin American Studies
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: *College of Arts & Sciences*
2. Department: *Latin American Studies Program*
3. Date: *November 29, 2009*

B. Academic Program of Study

Ph.D. in Latin American Studies

C. Contact Person(s) for the Assessment Plan

Kathryn McKnight, Associate Director of the LAII for Academic Programs,
[*mcknight@unm.edu*](mailto:mcknight@unm.edu)

D. Broad Program Goals & Measurable Student Learning Outcomes

The PhD in Latin American Studies is designed to provide students with an in-depth interdisciplinary preparation in two disciplinary approaches to Latin America. The PhD is designed to prepare students for specialized careers in government service, teaching, scholarship, museum work, and inter-American and/or non-governmental organizations. Concentrations include Anthropology, Art History, Brazilian Literature & Culture, Economics, History, International Management, Political Science, Sociology, Spanish American Literature, and Spanish Linguistics.

Goal 1: Students will develop in-depth knowledge in two fields of concentration in Latin American Studies, including at least one disciplinary field of study.

SLO 1.1: Students will describe in depth specific Latin American issues or problems in relation to local, regional, and international processes, in two fields of concentration.

SLO 1.2: Students will discuss in depth the central issues of their two fields of concentration.

Goal 2: Students will master research methods in two disciplines.

SLO 2.1: Students will solve a research problem on a specifically-defined Latin American topic by applying a disciplinary perspective and consulting and analyzing appropriate disciplinary sources or data.

Goal 3: Students will develop and utilize academic forms of written and oral communication to present their research.

SLO 3.1 Students will present their research orally or in writing in compelling, coherent, clear analytical arguments, supported by appropriate documentation and disciplinary citation style.

SLO 3.2 Students will attend professional development events- a conference, workshop, fieldwork AND participate in such an event by giving a scholarly talk or publishing an article.

Goal 4: Students will develop and apply interdisciplinary of methods to Latin American topics.

SLO 4.1: Students will solve a research problem by applying an interdisciplinary methodology and sources appropriate to both disciplines.

SLO 4.2: Students will produce a significant interdisciplinary research project, making an original contribution to the field.

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.
SLO 3.2 Students will attend professional development events- a conference, workshop, fieldwork and participate in such an event by giving a scholarly talk or publishing an article.	X	X	X	
SLO 4.2: Students will produce a significant interdisciplinary research project, making an original contribution to the field in the form of a dissertation.	X	X	X	

2. Assessment of Student Learning Outcomes

Measurement: 2009-10 for SLO 3.2 and 4.2

SLO 3.2

A Graduate Assistant in the MA/LAS program, under the supervision of the Associate Director, will contact the Ph.D. students and communicate the SLO assessment plan, and solicit from each student the submission by the end of spring semester of a report on their participation in professional development events for the current academic year; the report may be submitted in the form of a CV. The report should be accompanied by evidence of professional participation in the form of a talk or published article.

The Associate Director will create a written report to present to ICLAS, who will then decide on distribution to the LAS faculty. We anticipate that 100% of PhD students will participate in at least 1 professional-development event per academic year, and give a professional presentation or publish a related paper.

SLO 4.2

Because of the small size of the Ph.D. program, it is likely that such significant research projects (principally in the form of a dissertation) will not be produced every year. On years in which a Ph.D. student completes a dissertation, the student's dissertation committee will assess the dissertation and the student's defense, and award a pass, fail, or pass with distinction. We expect that 80% of Ph.D. students will receive a pass or better and will complete the degree.

Additionally, at least two members of ICLAS and the Associate Director will attend the dissertation defense, representing where possible the student's two disciplinary concentrations, among others. These three ICLAS members will then meet with the Associate Director to discuss and assess the success of the interdisciplinary integration achieved in the discussion during the dissertation defense. The Associate Director will write a summary of the discussion to submit to ICLAS.

Measurement: 2010-2011 for SLO 3.2 and 4.2

The process used in 2009-2010 will be repeated, with modifications based on the ICLAS discussions in fall 2010.

Measurement: 2011-2012 for SLO 3.2 and 4.2

The process used in 2009-2010 will be repeated, with modifications based on the ICLAS discussions in fall 2010.

Analysis and interpretation of data

The Associate Director for Academic Programs will report to ICLAS the findings of the assessments each year in the first fall meeting following the collection of data from the spring. ICLAS will discuss the implications of the data for curricular development. For example, was the assessment measure effective, or does it need to be altered? Did the results meet, exceed, or fall short of departmental expectations? What actions need to be taken in the future to either change the measurement or change the expectations, pedagogy, curriculum, or advising?

Approval of Outcomes Assessment Plans

This assessment plan was approved by ICLAS on December 2, 2009

Kathryn McKnight
Associate Director for Academic Programs