

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: *Department of Spanish and Portuguese*
3. Date: *January 14, 2009*

B. Academic Program of Study*

PhD in Spanish and Portuguese

C. Contact Person(s) for the Assessment Plan

Margo Milleret, Assoc. Prof., Dept. of Spanish and Portuguese, 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.
- A.2. Students will discuss the central issues of their field of specialization.
- 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

* 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.

B.3. Students will complete a significant research project, making an original contribution to the field.

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>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.</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. B.1 All PhD students will submit one research paper electronically at the end of the fourth semester of their program to be evaluated by the Faculty graduate advisor and graduate committee. The graduate secretary will be responsible for reminding students to turn their papers in and will be responsible for removing any personal information from the papers.*
- ii. This is a direct measurement.*
- iii. The graduate committee and faculty advisor will meet to read and evaluate all the PhD research papers at one time. Members of the committee will use a 3 point evaluation rubric: 1=less than adequate, 2= adequate, and 3= more than adequate. Expectations are that 80% of the essays will receive either a 2 or 3 rating.*

- 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 PhD students are participating in scholarly events before they complete their degrees.*

- ii. *This is an indirect measurement.*
- iii. *It is expected that 80% 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?

- B.1. *The Faculty graduate advisor and committee will meet in one sitting to assess the research papers and determine the results. At the beginning of the fall semester, the Faculty graduate advisor will report to the entire faculty the results of the assessment.*
- B.2. *The graduate committee and the Faculty graduate advisor will discuss the results each spring and will then report to the larger faculty at the end of spring semester, or the following fall.*

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

- B.1. *The Faculty graduate advisor and committee are responsible for advising the faculty if the expectations are not being met and for considering the recommendations to the faculty to improve student performance on the research essays.*
- 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.*