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: Arts and Sciences
2. Department: Linguistics
3. Date: November 30, 2016

B. Academic Program of Study*
M.A. Linguistics

C. Contact Person(s) for the Assessment Plan

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                                    Assessment Coordinator
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D. Broad Program Goals & Measurable Student Learning Outcomes

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

Goal A: To be able to compare and evaluate linguistic theories in several core areas of
         linguistics

Goal B: To be able to critically analyze advanced, state-of-the-art research

Goal C: To develop the ability to collect and analyze naturally occurring linguistic data

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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.).

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

A.1. Students will describe basic principles of leading functional, cognitive and typological linguistic theories in phonology, morphosyntax, semantics or discourse and language change.

UNM Goals (_X_ Knowledge ___ Skills ___ Responsibility)

B.1. Students will describe the hypotheses, arguments and evidence presented in current research publications in core areas of linguistics.

UNM Goals (_X_ Knowledge ____ Skills ___ Responsibility)

C.1. Students collect and analyze a novel set of naturally occurring data following principles of a linguistic theory.

UNM Goals (___ Knowledge _X_ Skills ___ Responsibility)

E. Assessment of Student Learning Three-Year Plan

1. Timeline for Assessment

Year/Semester	Assessment Activities
Year 1, Fall 2016	Collect direct measures of A.1, B.1, C.1 Review/discuss direct measures of A.1 in faculty meeting Submit Program Assessment Report (A.1)
Year 1, Spring 2017	Collect direct measures of A.1, B.1, C.1
Year 2, Fall 2017	Collect direct measures of A.1, B.1, C.1 Review/discuss direct measures of B.1 in faculty meeting Submit Program Assessment Report (B.1)
Year 2, Spring 2018	Collect direct measures of A.1, B.1, C.1

Year 3, Fall 2018	Collect direct measures of A.1, B.1, C.1 Review/discuss direct measures of C.1 in faculty meeting Submit Program Assessment Report (C.1)
Year 3, Spring 2019	Collect direct measures of A.1, B.1, C.1

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

   A. <u>What</u>:

      i. <u>A.1</u>: The comprehensive examinations completed by MA students will be assessed using the below rubric

         <u>B.1</u>: The thesis defenses completed by MA students will be assessed using the below rubric

         <u>C.1</u>: The thesis defenses completed by MA students will be assessed using the below rubric

MA comprehensive exam/thesis defense committees should use the following rubric to assess each SLO _independently_ of the submitted work as a whole. The committee should arrive at a consensus for each SLO and then return this rubric to the Assessment Coordinator.

MA Program SLO Assessment Chart

Check one: _____ MA Comprehensive Exam _____ MA Thesis Defense	0 = n/a; SLO is not relevant to the student work (this column is expected to be rarely used but may be needed in certain cases)	1 = MA student is unable to meet the SLO due to severe mis-understandings or inaccuracies	2 = MA student meets the SLO, but major lapses in clarity or accuracy exist for the SLO	3= MA student meets the SLO with only minor lapses in clarity or accuracy	4= MA student surpasses expectations with respect to meeting the SLO
Students will describe basic principles of leading functional, cognitive and typological linguistic theories in phonology, morphosyntax, semantics or discourse and language change.					
Students will describe the hypotheses, arguments and evidence presented in current research publications in core areas of linguistics.					
Students collect and analyze a novel set of naturally occurring data following principles of a linguistic theory.					

ii. <u>A.1, B.1, and C.1</u>: Measures are direct

iii. Success

    <u>A.1</u>: The criterion for success is that at least 75% of the comprehensive examination papers will receive a score of either 3 or 4.

    <u>B.1</u>: The criterion for success is that at least 75% of the thesis defenses will receive a score of either 3 or 4.

    <u>C.1</u>: The criterion for success is that at least 75% of the thesis defenses will receive a score of either 3 or 4.

B. <u>Who</u>:

Faculty who serve on comprehensive exams or thesis defense committees will evaluate students' performance using the above rubric. This data will be collected each academic semester for those students submitting relevant work. This will, over time, result in a sample of all students in the program.

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

1.   The assessment coordinator will collect the direct measures from the faculty each semester. The data will be organized by the assessment coordinator. Depending on the year of the reporting cycle, A.1, B.1, or C.1 assessment data will be presented during a faculty meeting in the Fall semester.

2.   The faculty as a whole will discuss the assessment data in a Fall semester meeting per the timeline in Section E of this assessment plan. The faculty as a whole will discuss the result of the assessment process, and whether revision, if any, is necessary to the assessment instrument, the curriculum, or to pedagogy to improve student learning. If only minor revisions are necessary, they may be resolved at the initial faculty meeting. If major revisions appear necessary, then the faculty will appoint an MA Program Committee, and charge the MA Program Committee to develop recommendations for revisions. The MA Program Committee will present the recommendation to the faculty in the following semester. The faculty will discuss the recommendations and adopt or amend them. The adopted recommendations will be implemented in the same year, and reviewed again at the end of that academic year.

3.   Review of assessment data is scheduled for the beginning of each Fall semester during one or more faculty meetings, as necessary. Recommendations to come out of faculty meetings will be communicated to faculty and will be recorded in meeting minutes.