Template
Academic Program
Assessment of Student Learning Plan
University of New Mexico

Instructions:

This template is a suggested guideline for creating three-year plans to assess academic program-level student learning outcomes. The order and format of the information does *not* need to follow the template exactly. Alternative formats (e.g., those used by specialized accreditors) may be acceptable; please check first with the Office of the Provost.* Regardless of whether you complete the template or use an approved alternate format, the six key sets of questions (D1-D2 and E1-E4) do need to be addressed in the three-year assessment plan.

Please transmit Degree Program Assessment Plans electronically when possible.

*If you have any questions, please contact the Assessment Office at assess@unm.edu or 277-4130.

A. College, Department and Date

1. College: *Arts and Sciences*
2. Department: *Foreign Languages and Literatures*
3. Date: *April 2014*

B. Academic Program of Study*
B.A. German

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. Students will be able to read and write non-specialist texts with clear identification and expression of key ideas.
B. Students will be able to communicate effectively (orally and aurally) in common situations in German.
C. Students will be able to distinguish the salient features of the cultures associated with German in historical and contemporary contexts.
D. Students will be able to identify the role played by several significant forms of representation in the cultures associated with German.

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

A.1. Students can use and comprehend common word patterns in German, including tense, and syntax.
A.2. Students can communicate and comprehend narratives and descriptions of a factual nature in German.
B.1. Students can recognize and use common word patterns and idiomatic expressions in an accent comprehensible to native speakers.
B.2. Students can participate in conversations by initiating, sustaining, and bringing to a close a range of daily communicative tasks.
C.1. Students can identify the parts of the world in which the language has played a significant role.

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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.).

C.2. Students can identify ways that the achievements, people and values of the cultures associated with German have been represented.

D.1. Students can describe and contextualize several significant forms of representation used by the cultures associated with German.

D.2. Students can describe the distinctive qualities and legacy of several cultural works produced in German.

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

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.
A.1. Students can use and comprehend common word patterns in German, including tense, and syntax.		xx		
A.2. Students can communicate and comprehend narratives and descriptions of a factual nature in German.	xx	xx		
B.1. Students can recognize and use common word patterns and idiomatic expressions in an accent comprehensible to native speakers.	xx	xx		
B.2. Students can participate in conversations by initiating, sustaining, and bringing to a close a range of daily communicative tasks.		xx		
C.1. Students can identify the parts of the world in which the language has played a significant role.	xx			
C.2. Students can identify ways that the achievements, people and values of the cultures associated with German have been represented.	xx		xx	
D.1. Students can describe and contextualize several significant forms of representation used by the cultures associated with German.	xx			
D.2. Students can describe the distinctive qualities and legacy of several cultural works produced in German.	xx			

2. How will learning outcomes be assessed?
   A. <u>What</u>:
   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, A.2, B.1 and C.1 or C.2: performance on a 10-minute oral presentation delivered by majors in Spring semester German courses (depending on staffing situation, we will assess a central upper-division course taught that year, for instance GRMN 401, 405, 450 or 480).
A.1, B.1, and D. 450,1 or D.2: performance on an essay of 3-6 pages submitted by majors in Spring semester German courses (depending on staffing situation, we will assess a central upper-division course taught that year, for instance GRMN 401, 405, 450 or 480).

   ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write "Unsure of measurement type." There is an expectation that at least **half of the assessment methods/measures will be direct** measures of student learning. [See attached examples of direct and indirect measures.]*

All of these measures (for A.1, A.2, B.1 and a choice of C.1, C.2, D.1 and D.2) are direct.

   iii. *Briefly describe the **criteria for success** related to each direct or indirect means 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, attach them to the plan as they are available.*

For measures of A.1, A.2 and B.1, as they are assessed in oral performance, assessment will be correlated with the ACTFL (American Council of Teachers of Languages) "Oral Proficiency Guidelines: Speaking". For each of these, the ACTFL description of "intermediate-mid" and "intermediate-high" correspond to an acceptable or better performance. We expect 60% of students to meet the "intermediate-mid" criteria and 25% to meet the "intermediate-high" or above standard.

ACTFL guidelines: Speaking at the "Intermediate-mid" level:
"Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-mid speaker can generally be understood by sympathetic interlocutors."

For measures of A.1, A.2 and B.1, as they are assessed in written performance, assessment will be correlated with the ACTFL (American Council of Teachers of Languages "Writing Proficiency Guidelines". For each of these, the ACTFL description of "intermediate-high" corresponds to an acceptable performance. We expect 60% of

students to meet the "intermediate-high" criteria and 25% to achieve at the "advanced" level.

ACTFL guidelines: Writing at the "Intermediate-high" level:
"Writers at the Intermediate-high level are able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Intermediate-high writers connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level. They can write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. For example, they may be unsuccessful in their use of paraphrase and elaboration and/or inconsistent in the use of appropriate major time markers, resulting in a loss in clarity. In those languages that use verbal markers to indicate tense and aspect, forms are not consistently accurate. The vocabulary, grammar, and style of Intermediate-high writers essentially correspond to those of the spoken language. The writing of an Intermediate-high writer, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur."

For measures of C.1 or C.2, students will be assessed on their correct identification and their capacity to provide appropriate cultural and historical context. 80% of students are expected to perform adequately on C.1 and C.2.

For measures of D.1 and D.2, students will be assessed on their capacity to describe, contextualize and analyze the distinctive qualities of either significant forms of representation or several specific cultural works. 80% of students are expected to perform adequately on D.1 and D.2.

B. <u>Who</u>: 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.

All graduating majors enrolled in advanced undergraduate classes during the Spring semester, at the time of assessments. Normally, this will correspond to 8-10 students and to at least 90% of program majors.

3. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**
[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., 2014-2015, 2015-2016, and 2016-2017), list which 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.)]

Depending on staffing situation, we will assess a central upper-division course taught that year (for instance GRMN 401, 405, 450 or 480) through an oral presentation of 10 minutes and a written essay of 5-6 pages every Spring semester. A.1, A.2 and B.1 will always be assessed. Either C.1 or C.2 and either D.1 or D.2 will be assessed on alternate Spring semesters. Results will be discussed by the German program faculty in the first

Fall meeting of every academic year and reported to the departmental undergraduate committee. Improvements to the German program, corresponding to assessment outcome findings, will be proposed and implemented by the German faculty. Any necessary broad curricular changes will be subject to review by the Foreign Languages and Literatures faculty and will be presented by the end of the appropriate Fall semester.

4. **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).*
   2. *the process for consideration of the implications of assessment for change:*
      a. to assessment mechanisms themselves,
      b. to curriculum design,
      c. to pedagogy
      …in the interest of improving student learning.
   3. How, when, and to whom will recommendations be communicated?

   Gathering of evidence will be performed by the faculty of record for applicable upper-division courses, for instance GRMN 401, 405, 450 or 480. These courses rotate among the faculty in the program; thus all faculty will have the opportunity, over time, to gather evidence. Results will be presented in a meeting of all German faculty and of the Lower Division Language Program Coordinator. This group will generate recommendations focused on the assessment process, curricular redesign or update, and strengthening of skill development in individual courses as well as in the program as a whole. Results, recommendations and implementation plans will be communicated to the FLL Committee of Undergraduate Studies, to be considered at a regular CUS meeting. The proposed changes will be discussed and the results will be conveyed to the faculty of the entire department for comment and approval. New policy will be kept on file, published on the departmental website, and included in the syllabi or program faculty. The projected time frame for these recommendations is early Fall semester, after all assessment data has been gathered and analyzed.

I. Outcomes Assessment Scoring Sheet for Oral Examination

Name of B.A. candidate_____

Date of assessment_____

Semester/Year_____

Circle an evaluation of student's performance of designated skill, where 1 is poor and 5 is excellent.

(**A.1**.) Student can use and comprehend common word patterns in German, including tense and syntax.

          1   2   3   4   5

(**A.2**.) Student can communicate and comprehend narratives and descriptions of a factual nature in German.

          1   2   3   4   5

(**B.1**.) Students can recognize and use common word patterns and idiomatic expressions in an accent comprehensible to native speakers.

          1   2   3   4   5

(**C.1**.) Student can identify the parts of the world in which the language has played a significant role.

          1   2   3   4   5
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II. Outcomes Assessment Scoring Sheet for Essay

Name of M.A. candidate_____

Date of assessment_____

Semester/Year_____

Circle an evaluation of student's performance of designated skill, where 1 is poor and 5 is excellent.

(A.1.) Student can use and comprehend common word patterns in German, including tense and syntax.

             1   2   3   4   5

(A.2.) Student can communicate and comprehend narratives and descriptions of a factual nature in German.

             1   2   3   4   5

(B.1.) Students can recognize and use common word patterns and idiomatic expressions in an accent comprehensible to native speakers.

             1   2   3   4   5

(D.1.) Student can describe and contextualize several significant forms of representation used by the cultures associated with German.

             1   2   3   4   5

Source: Kansas State University Office of Assessment