

B.A. Comparative Literature and Cultural Studies
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: *Arts and Sciences*
2. Department: *Foreign Languages and Literatures*
3. Date: *January 15, 2009*

B. Academic Program of Study

B.A. in Comparative Literature and Cultural Studies

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 describe and analyze literary and cultural texts with awareness of their cultural specificity.
- B. Students will be able to communicate ideas effectively in speech and writing.
- C. Students will be able to distinguish the salient features of several individual cultures in historical and contemporary contexts.
- D. Students will be able to identify the role played by several significant forms of representation in several world cultures.

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

- A.1. Students can identify the form of a literary or cultural text.
- A.2. Students can explain why a literary or cultural text in their area of study is culturally significant.
- B.1. Students can write an essay organized around a clearly articulated argument.
- B.2. Students can express orally coherent ideas about the characteristics of a literary or cultural text.
- C.1. Students can identify the parts of the world in which the literary or cultural texts they have studied have played a significant role.
- C.2. Students can identify ways that the achievements, people and values of the cultures associated with the cultures they are studying have been represented internally and externally.
- D.1. Students can describe the distinctive qualities and legacy of several cultural works produced by the cultures they have studied.

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.
A.2. Students can explain why a literary or cultural text in their area of study is culturally significant.	XX	XX		
B.1 Students can write an essay organized around a clearly articulated argument.		XX		
C.2 Students can identify ways that the achievements, people and values of the cultures associated with the cultures they are studying have been represented internally and externally.	XX			

2. How will learning outcomes be assessed?

A. What:

i.

Students will be required to submit a capstone essay of 7-8 pages in the final semester which will be evaluated by two FLL faculty members in the Comparative Literature and Cultural Studies program for A.2, B.1, C.2. Addendum 1 includes the evaluation tool.

ii. *Indicate whether each measure is **direct** or **indirect**.*

The measure of A.2, B.1 and C.2 is direct.

iii. *Briefly describe the **criteria for success**.*

80% of students will be expected to receive an average of 4.5 or above on the evaluation scale of 1 - 5 (where '5' is excellent) as tabulated through use of the evaluation tool.

B. Who:

All graduating majors. This is an interdisciplinary major with difficult requirements. Majors graduate from the program at the rate of 0 to 1 per year. Tracking all of the majors is our best possible means of assessing outcomes.

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

Students will be assessed through a capstone paper submitted in the semester of graduation to the CL/CS program advisor. Results of the assessment will be discussed among CL/CS faculty. The CL/CS program director will present a written report to the departmental undergraduate committee, in the beginning of the Fall semester (when applicable) following the graduation of any B.A.s in CL/CS in the prior academic year. 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?

Gathering of evidence will be performed by the CL/CS advisor. The CL/CS advisor and an additional CL/CS faculty member will evaluate the evidence. Both the CL/CS advisor and the additional CL/CS faculty member will analyze the evidence and develop recommendations. Because this is an interdisciplinary major with very few majors and a loose structure spanning all departments in A&S, it will be virtually impossible to make appropriate recommendations for amendment or change targeted to courses outside of FLL. Recommendations will, of necessity, focus on the curriculum. Results will be communicated in writing 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. Nonetheless, given the low number of majors, analysis and publication of assessments will, of necessity, be infrequent and will occur only in those Fall semesters following graduation of one or more majors in the preceding academic year.

Addendum 1: Outcomes Assessment Scoring Sheet of CL/CS B.A. Written Essay

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.2.) Students can explain why a literary or cultural text in their area of study is culturally significant:

1 2 3 4 5

(B.1) Students can write an essay organized around a clearly articulated argument:

1 2 3 4 5

(C.2) Students can identify ways that the achievements, people and values of the cultures associated with the cultures they are studying have been represented internally and externally.

1 2 3 4 5

Comments:
