

B.A. Languages
Plan for Assessment of Student Learning Outcomes
University of New Mexico

A. College, Department and Date

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

B. Academic Program of Study

B.A. Languages

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 in two languages other than English.
- B. Students will be able to communicate effectively (orally and aurally) in common situations in two languages other than English.
- C. Students will be able to distinguish the salient features of cultures associated with the set of languages, designated as their areas of major and minor study, 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 the languages designated as their areas of major and minor study.

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

- A.1 Students can use and comprehend common word patterns in two languages other than English, including tense, and syntax.
- A.2 Students can communicate and comprehend narratives and descriptions of a factual nature in two languages other than English (oral communication not required for classical languages, gestural communication substituted for oral, and written communication not required for American Sign Language).
- B.1 Students can recognize and use common word patterns and idiomatic expressions in an accent comprehensible to native speakers of two languages other than English (oral recognition and use not required for classical languages, gestural communication substituted for oral for ASL).

- B.2 Students can participate in conversations initiating, sustaining, and bringing to a close a range of daily communicative tasks in two languages other than English (not applicable for classical languages)
- B.3 Students can use common word patterns and idiomatic expressions in writing comprehensible to native speakers in two languages other than English (not applicable for ASL)
- C.1 Students can identify the parts of the world in which languages designated as their areas of major and minor study have played and play a significant role.
- C.2 Students can identify ways that the achievements, people and values of the cultures associated with languages designated as their areas of major and minor study have been represented internally and externally.

E. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

Relationship to UNM Student Learning Goals:

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.2. Students can communicate and comprehend narratives and descriptions of a factual nature in two languages other than English.	XX	XX		
B.1. Students can recognize and use common word patterns and idiomatic expressions in an accent comprehensible to native speakers of two languages other than English.	XX	XX		
C.1. Students can identify the parts of the world in which languages designated as their areas of major and minor study have played and play a significant role.	XX	XX		
C.2. Students can identify ways that the achievements, people and values of the cultures associated with languages designated as their areas of major and minor study have been represented internally and	XX	XX	XX	

externally.				
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2. How will learning outcomes be assessed?

A. What:

i. *For each SLO, briefly describe the means of assessment*

For A.2 and B.1, for non-classical languages, oral presentations with questions and answers in two target languages. For A.2, B.1, and C.1 or C.2, written papers of 5-6 pages. Students of classical languages will be required to demonstrate comprehension only. Students of modern languages will be required to demonstrate written competence and reading comprehension. Assessment of A.2, B.1, C.1 and C.2 will be done for the two languages designated as the student’s major area of study.

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

All measures are direct.

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

For measures of A.2 and B.1, as they are assessed in oral performance (not applicable for classical languages or ASL), assessment will be correlated with the ACTFL (American Council of Teachers of Foreign Languages) “Oral proficiency guidelines: Speaking”. For each of these, the ACTFL description of “intermediate-high” corresponds to an acceptable performance. We expect 75% of students to meet the “intermediate-high” criteria.

Intermediate-hi	<p>Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.</p> <p>Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.</p>
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	Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.
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For measures of A.2 and B.1, as they are assessed in written performance (not applicable to classical languages or ASL), assessment will be correlated with the ACTFL writing proficiency guidelines. For each of these, the ACTFL description of “intermediate-high” corresponds to an adequate performance. We expect 75% of students to achieve at the “intermediate-high” level or above.

Intermediate-hi	Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often, but not always, of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.
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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.

Note: the Languages B.A. is interdisciplinary; students may study languages taught by other departments than the Dept. of Foreign Languages & Literatures, such as Dine, American Sign Language, Spanish and Portuguese, Swahili, Ancient Arabic, and Sanskrit. The Dept. of Foreign Languages & Literatures does not have the expertise to assess student performance in languages taught by other departments and programs which are, nonetheless, admissible for the B.A. in Languages. Our long-term plan for ameliorating assessment in this B.A. involves creating tools that other programs and departments may administer.

B. Who:

All graduating majors enrolled in advanced undergraduate classes taught by the Dept. of Foreign Languages & Literatures during the Spring semester, at the time of assessments. Normally, this will correspond to 8 or more students and to a statistically representative sample of program majors who have concentrated on at least one language taught by the Dept. of Foreign Languages & Literatures. We cannot assess all majors because many of them designate languages that are taught by departments other than FLL as their areas of major study; we do not have the expertise to evaluate languages taught outside of our department. Our long-term plan for ameliorating assessment in this B.A. involves increasing coordination with other programs and departments that offer languages.

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

Students will be assessed in 300-level courses in the language programs taught by FLL through an oral presentation of 10 minutes and a written essay of 5-6 pages every Spring semester. Results will be discussed by the FLL languages faculty in the first Fall meeting of every academic year and reported to the departmental undergraduate committee. Improvements to the Languages program, corresponding to assessment outcome findings, will be proposed and implemented by the Languages faculty. Any necessary broad curricular changes will be subject to review by the Foreign Languages & 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 faculty of record for 300-level language and culture courses in the Dept. of Foreign Languages & Literatures. An initial analysis will be performed by the undergraduate languages advisor. Results will be presented in a regular meeting of the Undergraduate Committee. This committee 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. 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.

Addendum 1 – Outcomes Assessment Scoring Sheet of B.A. Languages Oral presentation and Q&A (*two per candidate, corresponding to the two major languages of study*)

Name of B.A. candidate _____ Language _____
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 communicates and comprehends narratives and descriptions of a factual nature in target language:

1 2 3 4 5

(B.1) Student recognizes and uses (modern languages only) common word patterns and idiomatic expressions in an accent comprehensible to native speakers:

1 2 3 4 5

(C.1) Student identifies the parts of the world in which the language has played a significant role:

(or – indicate whether C.1 or C.2 is being assessed)

(C.2) Student identifies ways that the achievements, people and values of the cultures associated with the language have been represented internally and externally:

1 2 3 4 5

Comments (please address quality of answers to questions):

Addendum 2 – Outcomes Assessment Scoring Sheet of B.A. Languages Written Essay (*two per candidate, corresponding to the two major languages of study*)

Name of B.A. candidate _____ Language _____
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 communicates and comprehends narratives and descriptions of a factual nature in target language:

1 2 3 4 5

(B.1) Student recognizes and uses (modern languages only) common word patterns and idiomatic expressions in an accent comprehensible to native speakers:

1 2 3 4 5

(C.1) Student identifies the parts of the world in which the language has played a significant role:

(or – indicate whether C.1 or C.2 is being assessed)

(C.2) Student identifies ways that the achievements, people and values of the cultures associated with the language have been represented internally and externally:

1 2 3 4 5

Comments (please address quality of answers to questions):
