

**Academic Program**  
**Plan for Assessment of Student Learning Outcomes**  
College of Arts and Sciences  
The University of New Mexico

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**A. College, Department and Date**

1. College: College of Arts and Sciences
2. Department: Foreign Languages and Literatures
3. Date: 9/20/2017

**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 communicate at an intermediate-high level on the ACTFL proficiency scale in two languages other than English.
- B. 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.
- C. Students will be able to analyze and discuss the connections between language, culture, and identity using their two major languages as a reference point.

**2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program [Your program should have at least 3 and these should be aligned with the program Goals (as indicated by A, B, C, etc.) and UNM's broad learning goals]**

- A.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).

UNM Goals (  Knowledge  Skills  Responsibility)

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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.).

A.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).

UNM Goals (  Knowledge  Skills  Responsibility)

A.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).

UNM Goals (  Knowledge  Skills  Responsibility)

B.1. Student can identify core aspects of historical and contemporary values that play a role in the cultures and histories associated with their languages.

UNM Goals (  Knowledge  Skills  Responsibility)

C.1. Students can analyze and discuss the achievements, people and values of the cultures associated with languages designated as their areas of major and minor study and draw connections between language, culture and identity.

UNM Goals (  Knowledge  Skills  Responsibility)

**E. Assessment of Student Learning Three-Year Plan**

All programs are expected to measure some outcomes and report annually and to measure all program outcomes at least once over a three-year review cycle.

**1. Timeline for Assessment**

*In the table below, briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. List when outcomes will be assessed and which semester/year the results will be discussed and used to improve student learning.*

Year/Semester	Assessment Activities
Year 2018, Fall	None; waiting for program changes to become assessable
Year 2018, Spring	None; waiting for program changes to become assessable
Year 2019, Fall	None; waiting for program changes to become assessable
Year 2019, Spring	MLNG 459 will provide assessment data for graduating students
Year 2020, Fall	Review of assessment data from spring 2019; report & possible program adjustments
Year 2020, Spring	MLNG 459 will provide assessment data for graduating students

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

**A. What:**

- 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?*

For spoken languages, assessment criteria A.1, A.2 & A.3 will be assessed via a “STAMP” language proficiency exam which will be administered as part of the MLNG 459 capstone course for the Languages degrees.

For non-spoken languages (Classics) assessment criteria A.1, A.2 & A.3 will be assessed in one of the student’s upper-division Latin or Ancient Greek courses; these students need only demonstrate comprehension.

For all Languages students, assessment criteria B.1 and C.2 will be assessed in the MLNG 459 capstone course via a 10-minute class presentation and a 5-6 page written research paper.

- ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, contact [assessments@unm.edu](mailto:assessments@unm.edu) for clarification. You should have **both direct and indirect measures** and at least **half of the assessment methods/measures program wide will be direct** measures of student learning.*

All measures are direct.

- iii. *Briefly describe the **criteria for success** related to each direct or indirect measures 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, include them as appendices.*

For measures of A.1 and A.2, 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-High	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.  Intermediate High speakers can handle a substantial number of tasks
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	<p>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> <p>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.</p>
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For measures of A.1, A.2 & A.3, 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-High	<p>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.</p>
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For measures of B.1 and C.1, students will be assessed on their knowledge of cultures associated with their languages of study and their ability to draw connections between language, culture and identity. This will take place in the Languages capstone course (MLNG459) via a presentation and written research paper. 80% of students are expected to perform adequately on B.1 and C.1.

B. Who: All graduating majors enrolled in MLNG 459 taught by the Department of Foreign Languages & Literatures during each spring semester. Normally, this will correspond to 8 or more students and to a statistically representative sample of program majors.

**3. 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 MLNG 459 in the Department 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. The projected time frame for these recommendations is early fall semester, after all assessment data has been gathered and analyzed & after the new program changes have taken effect so that we can gather data (beginning in spring 2019).

**\*\*There is currently no data for analysis for the Languages major.**

**\*\*The Languages major has undergone departmental review and our revisions have been approved by the School of Arts and Sciences, the Provost's Office and the Faculty Senate and are now in effect.**

**The degree has been updated with new degree goals and SLOs that will:**

- **Improve student success and learning,**
- **Increase the correlation between goals and SLOs, and**
- **Provide opportunity to assess the degree with more consistency.**

**We anticipate being able to effectively assess the Languages major(s) beginning in the spring semester 2019.**







