

**Part I: Cover Page**  
**UNM Academic Programs/Unit Combined Assessment Plan and Report Template**  
**The University of New Mexico**

**SECTION I-1**

**College, Department and Date:**

College/School/Branch Campus: [College of Arts and Sciences](#)

Department: [Foreign Languages and Literatures](#)

Date: [1/4/2021](#)

Active Plan Years (select the three year cycle that applies):

AY16/17-18/19    AY17/18-19/20    AY18/19-20/21    AY19/20-21/22

**Academic Program of Study:\***

Degree or Certificate level: [M.A.](#)    Name of the program: [Comparative Literature and Cultural Studies \(CL/CS\)](#)  
[\(Comparative Literature and Cultural Studies Concentrations\)](#)

*Note: 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.).*

**Contact Person(s) for the Assessment Plan (include at least one name, title and email address):**

- [Raji Vallury, Professor of French, Director of Comparative Literature and Cultural Studies \(CL/CS\), rvallury@unm.edu](#)

**Dean / Associate Dean / CARC Approval Date:**    [1/4/2021](#)

\* By selecting the date above, you acknowledge that your respective Dean/Associate Dean/or CARC has reviewed and approved this plan.

**Part II: Assessment PLAN Body**  
**UNM Academic Programs/Unit Combined Assessment Plan and Report Template**  
**The University of New Mexico**

**SECTION II-1**

**Please identify at least one of your program goals:**

Program Goal A:       Students will provide critical analyses of significant literary and cultural works.

Program Goal B:       Students will conduct independent research in their field.

Program Goal C:       Students will be knowledgeable about literary and cultural productions of communities in their areas of primary study in the past and present.

Program Goal D:       Students will be familiar with several major tendencies in critical and theoretical analysis.

Program Goal E:       Students will find and evaluate career and post-graduate opportunities that their degree makes possible.

Please use the grid below to align your program goals to your student learning outcomes and assessment plans:

<b>Student Learning Outcomes (SLOs)</b> <i>For each row in the table, provide a SLO. If needed, add more rows. A SLO may be targeted by or aligned with more than one program goal. If a program awards more than one degree (i.e., B.S., M.A. etc.), the SLOs for graduate and undergraduate must be different. Graduate degree SLOs must be different (Master ≠ Doctorate). For additional guidance on SLOs, click here.</i>	<b>Program Goal #</b> <i>Please list the Program Goal(s) that the SLOs are aligned under.</i>	<b>UNM Student Learning Goals</b> <i>Check as appropriate:                      K=Knowledge;                      S=Skills;                      R=Responsibility</i>			<b>Assessment Measures</b> <i>Provide a description of the assessment instrument used to measure the SLO. For additional guidance on assessment measures, click here.</i>	<b>Performance Benchmark</b> <i>What is the program's benchmark (quantitative goal/criteria of success for each given assessment measure)? State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO (i.e., At least 70% of the students will pass the assessment with a score of 70 or higher.)</i>	<b>Student Population(s)</b> <i>Describe the sampled population, including the total number of students and classes assessed. See note below.</i>
<b>A.1.</b> Students can analyze literary and cultural texts through the lens of a theoretical paradigm or framework in written form and in oral discussion.	A	K <input checked="" type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input type="checkbox"/>	Direct Assessment through a Performance Evaluation Form on oral and written exams, a thesis or research paper. See Addenda 1,2, and 3.	In overall averaging of scores on skills (in a range of 1-5), 100% of graduating M.A. students will receive an average of "3" or above and 80% of graduating M.A. students will receive an average of "4.5" or above.	The CL/CS M.A. program typically has one to two graduates per year. All graduating M.A. students will undergo assessment at the time of their oral exams and completion of research papers or master's theses.
<b>A.2.a. (comparative literature concentration only)</b> Students can communicate in writing and in conversation on an advanced level in a language other than English.	A	K <input checked="" type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input type="checkbox"/>	Direct Assessment through a Performance Evaluation Form on oral and written exams. See Addenda 1 and 2.	Same as above.	Same as above.
<b>A.2.b. (cultural studies concentration only)</b> Students demonstrate fluency with	A	K <input checked="" type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input type="checkbox"/>	Direct Assessment through a Performance Evaluation	Same as above.	Same as above.

theoretical terms and modes of discussion.					Form on oral and written exams. See Addenda 1 and 2.		
<b>B.1.</b> Students can develop and delimit a research question and conduct a systematic investigation of the question.	<b>B</b>	K <input checked="" type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input type="checkbox"/>	Direct Assessment through a Performance Evaluation Form for the thesis or research paper. See Addendum 3.	Same as above.	Same as above.
<b>C.1.</b> Students can identify, compare, and distinguish the significant literary and cultural productions of communities associated with their area of study in the past and present.	<b>C</b>	K <input checked="" type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input type="checkbox"/>	Direct Assessment through a Performance Evaluation Form on oral and written exams, a thesis or research paper. See Addenda 1,2, and 3.	Same as above.	Same as above.
<b>C.2.</b> Students can situate works within their historical, cultural and discursive context.	<b>C</b>	K <input checked="" type="checkbox"/>	S <input type="checkbox"/>	R <input type="checkbox"/>	Direct Assessment through a Performance Evaluation Form on oral and written exams, a thesis or research paper. See Addenda 1,2, and 3.	Same as above.	Same as above.
<b>D.1.</b> Students can demonstrate familiarity with several major movements and schools of critical theory and identify their principle theorists.	<b>D</b>	K <input checked="" type="checkbox"/>	S <input type="checkbox"/>	R <input type="checkbox"/>	Direct Assessment through a Performance Evaluation Form on oral and written exams, a thesis or research paper. See Addenda 1,2, and 3.	Same as above.	Same as above.
<b>D.2.</b> Students can read and understand works that engage with contemporary theory and cultural artifacts.	<b>D</b>	K <input checked="" type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input type="checkbox"/>	Direct Assessment through a Performance Evaluation Form for the thesis or research paper. See Addendum 3	Same as above.	Same as above.
<b>E.1.</b> Students know how to search and apply for professional opportunities or advanced study	<b>E</b>	K <input type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input checked="" type="checkbox"/>	Indirect Assessment through a Professional Skills, Activities, and Growth	80% of graduating M.A. students will have undertaken at least one of	Same as above.

related to the M.A. in their area of concentration.					Evaluation Form. See Addendum 3.	the professional activities or skills indicated on the form.	
<b>E.2.</b> Students participate in professional activities such as colloquia, conferences and meetings.	E	K <input type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input checked="" type="checkbox"/>	Indirect Assessment through a Professional Skills, Activities, and Growth Evaluation Form. See Addendum 3.	Same as above.	Same as above.

## SECTION II-2

**NOTE:** State explicitly whether the program's assessment will include evidence from **all** students in the program or a **sample** (by student, by course section, by milestone). When possible, it is best to study the entire population of students in your program. However, in larger programs it may be more pragmatic to study a sample of the students instead. **If sampling, please describe the course sections and/or the milestones.** If you have questions about appropriate sampling, please contact your unit's assessment representative or the Office of Assessment at [assess@unm.edu](mailto:assess@unm.edu) or (505) 277-4130.

CL/CLS Graduate Program Assessment (for the concentrations in Comparative Literature and Cultural Studies) will use the graduation milestone for its sampling. All students graduating with the M.A. degree during a given academic year will be sampled.

**Please use the area below to elaborate on your assessment plans.**

Assessing and analyzing student learning outcomes:

- a. Please describe the student artifact/performance that you will use to gather your assessment data:

The M.A. in Comparative Literature and Cultural Studies (CL/CS) offers two plans of study for the completion of the degree: Plan I and Plan II. Students under Plan 1 complete an oral exam, a thesis, and an oral presentation and defense of the thesis. M.A. students under plan II complete an oral exam, a written exam, and a research paper. The majority of students in the program choose Plan I.

Depending on the Plan of Study, oral or written exams, theses, and research papers will constitute the artifacts and performance indicators for assessment. SLO's A.1., B.1., C.1., C.2., D.1., and D.2. will be assessed on the basis of research papers and theses. SLO's A.1., A.2. (a or b), C.1., C.2., and D.1. will occur during oral and written exams.

Faculty who compose a student's Committee on Studies will assess oral and written performance using evaluative questionnaires focused on SLO's A.1., A.2., B.1., C.1., C.2., D.1., and D.2.; ranking performance of skills on a 1-5 scale where 5 corresponds to excellence (see Addenda 1-3 for assessment tools).

Assessment of E.1 and E.2 will occur through collection and evaluation of student curriculum vitae at the time of graduation. These SLO's will be assessed through the completion of an evaluation tool by the Chair of the graduating student's Committee on Studies (see Addendum 4). The Chair of a graduating student's Committee on Studies may additionally follow up with an inquiry about their current professional status at the end of a three-year cycle following graduation, and record the results of

their inquiry on the evaluation form (see Addendum 4). This form will then be transmitted to the CL/CS Director and the Program Coordinator for filing, reporting, and assessment purposes.

SLO's A.1., A.2., B.1., C.1., C.2., D.1. and D.2. represent direct measures of assessment.

SLO's E.1. and E.2. represent indirect measures of assessment.

During their semester of graduation, upon completion of all requirements for the degree, students will complete a self-evaluative questionnaire, where they will rate their performance on designated skills on a scale where 5 corresponds to excellence (see Addendum 5). This is an additional indirect measure.

- b. Does your program assess all SLOs every year, or are they assessed on a staggered, three-year cycle? If staggered, please describe which SLOs will be assessed for each year. If a table better describes your response, insert it here.

Assessment will be conducted on every graduating M.A. student at the time of oral and written exams and the submission of research papers and theses. **All SLO's will be assessed every year.** If deemed necessary by the Program Director and/or the CL/CS Advisory Committee, additional data on E.1. and E.2. may be gathered at a later date. See below.

Data for E.1. and E.2. will be gathered at the time of a student's graduation. If needed, additional information may be gathered by the end of a three-year cycle, to provide a more sustained measure of a graduate's professional development and trajectory upon the completion of a degree.

- c. What is the process you will use to review, analyze and interpret your assessment data?

The CL/CS Graduate Program (with Concentrations in Comparative Literature and Cultural Studies) graduates between 1 to 2 students each year. Members of a student's committee on studies will score performance on SLO's during the qualifying exams for the completion of the degree. Assessment data will be gathered each year for every graduating student, but the evaluative assessment report will be filed every three years in order to ensure the validity and reliability of the data. Faculty discussion and evaluation of collected data will occur at the beginning of the third Fall semester of a three-year assessment data collection and reporting cycle. This will ensure a numerically significant student sample for analysis and evaluation. The Director of CL/CS will, in conjunction with the Program Coordinator, collate the data over a three-year period. Results will be presented for discussion to the CL/CS Advisory Committee, together with the Chairs of CL/CS Committees on Study during the three-year assessment cycle. This faculty committee will review the results to determine whether the Program's students are meeting performance

benchmarks, and will discuss any necessary modifications to the program assessment/tools, program curriculum, or professional training. The CL/CS Director will communicate the findings of those discussions to the Graduate Committee and then to the FLL faculty.

- d. What is the process you will use to communicate and implement your assessment results?

After the meeting of the CL/CS Advisory Committee, a report will be submitted by the CL/CS Director to the departmental Committee on Graduate Studies, composed of faculty representing each of the graduate programs in the department. The report will contain the raw data of results for SLOs, discussion of areas of achievement and areas of weakness, and a plan for modifications of the program or assessment tools, where needed. The Committee on Graduate Studies will consider the report in connection with the reports of the other graduate programs in the department (M.A. in German, M.A. in French, Ph.D. in French Studies) and provide an overall evaluation of graduate learning outcomes to the FLL faculty in a regularly scheduled faculty meeting.



**Addendum 1**

**Outcomes Assessment Scoring Sheet for M.A. in CL/CS (Comparative Literature and Cultural Studies Concentrations)**

**Oral Examination**

Name of M.A. candidate \_\_\_\_\_ Concentration \_\_\_\_\_

Plan I/II \_\_\_\_\_ Semester/Year \_\_\_\_\_

Date of assessment \_\_\_\_\_ Faculty Evaluator \_\_\_\_\_

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

**(A.1.)** Student incorporates a theoretical framework into oral discussions of a literary or cultural text:

Poor 1 2 3 4 5 Excellent

*(indicate whether A.2.a or A.2.b is applicable)*

\_\_\_\_ **A.2.a. (comparative literature concentration only)** Student communicates in conversation on an advanced level in a language other than English:

\_\_\_\_ **A.2.b. (cultural studies concentration only)** Student demonstrates fluency with theoretical terms and modes of discussion:

Poor 1 2 3 4 5 Excellent

**(C.1.)** Student can identify, compare, and distinguish the significant literary and cultural productions of communities associated with their area of study in the past and present.

Poor				Excellent
1	2	3	4	5

**(C.2.)** Student can situate works within their historical, cultural and discursive context:

Poor				Excellent
1	2	3	4	5

**(D.1.)** Student demonstrates familiarity with several major movements and schools of critical theory and identifies their principle theorists:

Poor				Excellent
1	2	3	4	5

**Addendum 2**

**Outcomes Assessment Scoring Sheet for M.A. in CL/CS (Comparative Literature and Cultural Studies Concentrations)**

**Written Examination**

Name of M.A. candidate \_\_\_\_\_ Concentration \_\_\_\_\_

Plan I/II \_\_\_\_\_ Semester/Year \_\_\_\_\_

Date of assessment \_\_\_\_\_ Faculty Evaluator \_\_\_\_\_

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

**(A.1.)** Student can analyze literary and cultural texts through the lens of a theoretical paradigm or framework.

Poor					Excellent
1	2	3	4	5	

**(C.1.)** Student can identify, compare, and distinguish the significant literary and cultural productions of communities associated with their area of study in the past and present.

Poor					Excellent
1	2	3	4	5	

**(C.2.)** Student can situate works within their historical, cultural and discursive context:

Poor

Excellent

1

2

3

4

5

**(D.1.)** Student demonstrates familiarity with several major movements and schools of critical theory and identifies their principle theorists:

Poor

Excellent

1

2

3

4

5

**Addendum 3**

**Outcomes Assessment Scoring Sheet for M.A. in CL/CS (Comparative Literature and Cultural Studies Concentrations)**

**Thesis or Research Paper**

Name of M.A. candidate \_\_\_\_\_ Concentration \_\_\_\_\_

Semester/Year \_\_\_\_\_

Date of assessment \_\_\_\_\_ Faculty Evaluator \_\_\_\_\_

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

**(A.1.)** Student can analyze literary and cultural texts through the lens of a theoretical paradigm or framework

Poor					Excellent
1	2	3	4	5	

**(B.1.)** Student can develop and delimit a research question and conduct a systematic investigation of the question.

Poor					Excellent
1	2	3	4	5	

**(C.1.)** Student can identify, compare, and distinguish the significant literary and cultural productions of communities associated with their area of study in the past and present.

Poor				Excellent
1	2	3	4	5

**(C.2.)** Student can situate works within their historical, cultural and discursive context:

Poor				Excellent
1	2	3	4	5

**(D.1.)** Student demonstrates familiarity with several major movements and schools of critical theory and identifies their principle theorists:

Poor				Excellent
1	2	3	4	5

**D.2.** Student can read and understand works that engage with contemporary theory and cultural artifacts.

Poor				Excellent
1	2	3	4	5

**Addendum 4**

**Outcomes Assessment Scoring Sheet for M.A. in CL/CS (Comparative Literature and Cultural Studies Concentrations)**

**Professional Skills**

Name of M.A. student \_\_\_\_\_ Concentration \_\_\_\_\_

Plan I/II \_\_\_\_\_ Semester/Year of Graduation \_\_\_\_\_

Date of assessment \_\_\_\_\_ Faculty Evaluator \_\_\_\_\_

*Indicate whether or not student has demonstrated the ability to perform the designated professional skill*

**(E.1.)** Student knows how to search and apply for professional opportunities or advanced study related to the M.A. in their area of concentration.

a. Student has compiled a professional curriculum vitae for the purpose of advanced study or for applying for jobs.

YES NO

b. Student has submitted an abstract to at least one professional conference, submitted an application to at least one Ph.D. program, or submitted an application for at least 1 job.

YES NO

**(E.2.)** Student participates in professional activities such as colloquia, conferences and meetings.

a. Student has presented at least 1 paper at a professional conference

YES NO

**Addendum 5**

**Department of Foreign Languages and Literatures**  
**End of Program Self-Assessment Form**  
**CL/CS M.A. (Comparative Literature and Cultural Studies Concentrations)**

Name \_\_\_\_\_

Date \_\_\_\_\_

*Circle an evaluation of your performance on designated skills where 1 is poor and 5 is excellent. Please return the completed form to the Program Coordinator. Thank you.*

<b>Student Learning Outcomes</b> CL/CS M.A. (Comparative Literature and Cultural Studies Concentrations)	<b>Performance Rating</b>				
	<b>1 = Poor</b>				<b>5 = Excellent</b>
<b>A.1.</b> I can analyze literary and cultural texts through the lens of a theoretical paradigm or framework in written form and in oral discussion.	1	2	3	4	5
<b>A.2.a. (comparative literature concentration only)</b> I can communicate in writing and in conversation on an advanced level in a language other than English.	1	2	3	4	5
<b>A.2.b. (cultural studies concentration only)</b> Students demonstrate fluency with theoretical terms and modes of discussion.	1	2	3	4	5
<b>B.1.</b> I can develop and delimit a research question and conduct a systematic investigation of the question.	1	2	3	4	5
<b>C.1.</b> I can identify, compare and distinguish the significant literary and cultural productions of communities associated with their area of study in the past and present.	1	2	3	4	5
<b>C.2.</b> I can situate works within their historical, cultural and discursive context.	1	2	3	4	5
<b>D.1.</b> I can demonstrate familiarity with several major movements and schools of critical theory and identify their principle theorists.	1	2	3	4	5
<b>D.2.</b> I can read and understand works that engage with contemporary theory and cultural artifacts.	1	2	3	4	5
<b>E.1.</b> I know how to search and apply for professional opportunities or advanced study related to the M.A. in their area of concentration.		Yes		No	
<b>E.2.</b> I participate in professional activities such as colloquia, conferences and meetings.		Yes		No	