Template
Academic Program
Assessment of Student Learning Plan
College of Arts and Sciences
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 Arts and Sciences Assessment Coordinator. Regardless of whether you complete the template or use an approved alternate format, <u>the six key sets of questions (D1-D2 and E1-E3) do need to be addressed in the three-year assessment plan</u>.

Please transmit Degree Program Assessment Plans electronically at assessmentas@unm.edu and include everything, including appendices, in one file.

Please delete this cover page before submitting.

*If you have any questions, please contact the Arts and Sciences Assessment Coordinator at assessmentas@unm.edu.

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

A. College, Department and Date

   1. College: *Arts & Sciences*
   2. Department: *Foreign Languages and Literatures*
   3. Date: *October, 2017*

B. Academic Program of Study*

Ph.D. French 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 provide nuanced and sophisticated discussions of literary and cultural works in French and in English.
B. Students will conduct independent research in their field.
C. Students will be knowledgeable about the literary and cultural productions of French-speaking communities in the past and present.
D. Students will be familiar with several major tendencies in critical and theoretical analysis.
E. Students will find and evaluate career and post-graduate opportunities that their degree makes possible.

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 analyze literary and cultural texts through the lens of multiple theoretical paradigms.

      UNM Goals (_X__ Knowledge   ___ Skills   ___ Responsibility)

A.2 Students can communicate in conversation and in writing on an advanced level in French.

UNM Goals (_X__ Knowledge   __X_ Skills   ___ Responsibility)

B.1. Students can develop and delimit a research question and conduct a systematic investigation of the question.

UNM Goals (_X__ Knowledge   _X__ Skills   ___ Responsibility)

B.2. Students are able to write a sustained piece of scholarly work that incorporates an argument informed by theoretical concepts.

UNM Goals (_X__ Knowledge   __X_ Skills   ___ Responsibility)

C.1. Students can provide complex accounts of the significant literary and cultural productions of several French and Francophone communities in the past and present.

UNM Goals (_X__ Knowledge   ___ Skills   ___ Responsibility)

C.2. Students demonstrate an in-depth knowledge of the authors, works and movement of ideas in their chosen period of study.

UNM Goals (_X__ Knowledge   ___ Skills   ___ Responsibility)

D.1. Students can demonstrate familiarity with several major movements and schools of critical theory and identify their principle theorists.

UNM Goals (_X__ Knowledge   ___ Skills   ___ Responsibility)

E.1. Students know how to search and apply for jobs in professions related to the Ph.D. in French Studies.

UNM Goals (___ Knowledge   __X_ Skills   __X_ Responsibility)

E.2. Students participate in professional activities such as colloquia, conferences and meetings.

UNM Goals (___ Knowledge   _X__ Skills   _X__ 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 (e.g., discussed with program faculty, interdepartmental faculty, advisory boards,
students, etc.)*

Year/Semester	Assessment Activities
Year 1, Fall	All SLOs will be assessed every semester
Year 1, Spring	for French Ph.D. students undergoing
Year 2, Fall	their oral exam and written paper/thesis.
Year 2, Spring	French Ph.D. assessment meetings will
Year 3, Fall	occur annually when a Ph.D. graduates to
Year 3, Spring	discuss the data.

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?*

In their qualifying exams, Ph.D. students complete an oral exam and a written exam and present
a colloquium on the proposed dissertation project. They subsequently complete the dissertation
and present an oral defense. The oral and written qualifying exams will provide the opportunity
for assessment of A.1, A.2, C.1, and D.1. The Faculty will assess oral and written performance
using evaluative questionnaires focused on these skills and ranking performance on a 1-5 scale
where 5 corresponds to excellence (see addendum 1-2 for questionnaires with qualitative
comments). The dissertation defense will provide the opportunity for assessment (based on the
student's dissertation and their oral defense) of B.1, B.2, C.2 (see addendum 3 for questionnaire
with qualitative comments).
Assessment of E.1 and E.2 will occur through collection and evaluation of student curriculum
vitae at the time of graduation. In addition, graduates will be asked to respond to a questionnaire
about their current professional status every five years.

Assessment will be conducted on every graduating Ph.D. student at the time of oral and written
exams and of the dissertation defense. These assessments will be kept with one copy in the
student's file and one copy in a general French graduate program file. Evaluation of assessments
will be conducted in the fall semester when there is an overall accumulation of assessment data
for 2-4 Ph.D. graduates. Collation of results and initial analysis is the responsibility of the
French program graduate director. This timeline will ensure that enough student performances
will have been evaluated for the outcomes assessment to be meaningful.
Results will be discussed in a meeting of the French faculty immediately after collation and
initial analysis. The French faculty will formulate a response to findings focused on adjustment
of course offerings and coverage of knowledge and skill areas in the program as a whole. It will
also consider adjustment of assessment plan, when necessary.

      ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure,
          contact <u>assessmentas@unm.edu</u> 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.*

A.1, A.2, B.1, B.2, C.1, C.2, D.1: Direct measurement through evaluation of oral exam, written exam, dissertation and dissertation defense.
E.1 and E.2: Indirect measure through student reporting on curriculum vitae of professional activity. The periodic questionnaire on current professional status is an indirect measure as well.

> *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.*

In overall averaging of scores on all SLOs (in a range of 1-5), 90% of graduating Ph.D. students will receive an average of "4" or above.
E.2. 90% of students will have participated in professional activities.

> 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. Please note that you are recommended to sample all students in your program; however, sampling approx. 20% of the student population is acceptable if the course's total student population (or student enrollment) exceeds 99 in an academic year. A valid explanation should be provided for samples that are less than 20% of the total student population.

> The French Ph.D. program typically has no more than one graduate a year. All graduating Ph.D. students will undergo assessment at the time of their oral and written exams and of the dissertation defense. All faculty on French Ph.D. committees on studies will participate in scoring A.1, A.2, B.1, B.2, C.1, C.2, D.1. The French program graduate director will assess both the graduates' job application process for E.1, as well as collected curriculum vitae for E.2.

3. 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).*

Members of a student's committee on studies will score performance of SLOs. The French graduate director will be responsible for collating and analyzing data resulting from scoring. The French faculty will meet as a whole to interpret results and formulate curricular, course content and professional training modifications to the program, as well as to evaluate the outcomes assessment tools.

   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?*

   A report will be submitted by the French faculty 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 French Studies, M.A. in German, M.A. in Comparative Literature/Cultural 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 Oral Examination

Name of Ph.D. 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 analyzes literary and cultural texts through the lens of multiple theoretical paradigms:

      1   2   3   4   5

Comments:_____

_____

_____

(A.2) Student communicates orally on an advanced level in French:

      1   2   3   4   5

(C.1.) Student provides complex accounts of the significant literary and cultural productions of several French and Francophone communities in the past and present:

      1   2   3   4   5

Comments:_____

_____

_____

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

1	2	3	4	5

Comments:_____

_____

_____

Addendum 2: Outcomes Assessment Scoring Sheet for Written Examination

Name of Ph.D. 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 analyzes literary and cultural texts through the lens of multiple theoretical paradigms:

1	2	3	4	5

Comments:_____

_____

_____

(A.2) Student communicates in writing on an advanced level in French:

1	2	3	4	5

(C.1.) Student provides complex accounts of the significant literary and cultural productions of several French and Francophone communities in the past and present:

1	2	3	4	5

Comments:_____

_____

_____

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

              1   2   3   4   5

Comments:_____

_____

_____

Addendum 3: Outcomes Assessment Scoring Sheet for Dissertation and Dissertation Defense

Name of Ph.D. candidate_____ Date of assessment_____

Semester/Year_____

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

(B.1). Student has developed and delimited a research question and conducted a systematic investigation of the question:

        1   2   3   4   5

Comments:_____

_____

_____

(B.2). Student has completed a sustained piece of scholarly work that incorporates an argument informed by theoretical concepts:

        1   2   3   4   5

Comments:_____

_____

_____

(C.2). Student demonstrates an in-depth knowledge of the authors, works and movement of ideas in chosen period of study:

        1   2   3   4   5

Comments:_____

_____

_____