

**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: [Languages, Cultures, 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: [B.A.](#)

Name of the program: [Comparative Literature and Cultural Studies \(CL/CS\)](#)

*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, 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 be able to describe and analyze literary and cultural texts with awareness of their cultural specificity.

Program Goal B:       Students will be able to communicate ideas effectively in speech and writing.

Program Goal C:       Students will be able to distinguish the salient features of several individual cultures in historical and contemporary contexts.

Program Goal D:       Students will be able to identify the role played by several significant forms of representation in several world cultures.

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 <a href="#">here</a>.</i>	<b>Program Goal #</b> <i>Please list the Program Goal(s) that the SLOs are aligned under. Use the numbering system (1,2,3..) assigned above.</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 <a href="#">here</a>.</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. Students can identify the form of a literary or cultural text.</b>	<b>A</b>	K <input checked="" type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input type="checkbox"/>	Direct Assessment through a Performance Evaluation Form on a capstone paper and/or an oral exam; Indirect Assessment through a Self-evaluative Questionnaire completed by student. See Addenda 1 and 2.	20% of students are expected to receive an average of 4.5 or above on a scale of 1 - 5 (where '5' is excellent), as tabulated through the assessment tool (See Addendum 1). 80% of graduating majors are expected to receive an average of “3” or above on the same scale and instrument.	Every graduating major during their semester of graduation. The CL/CS B.A. program typically graduates 1-2 student (s) per year.
<b>A.2. Students can explain why a literary or cultural text in their area of study is culturally significant.</b>	<b>A</b>	K <input checked="" type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input checked="" type="checkbox"/>	Same as above.	Same as above.	Same as above.
<b>B.1. Students can articulate clear and coherent ideas about the characteristics of a literary or cultural</b>	<b>B</b>	K <input checked="" type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input type="checkbox"/>	Same as above.	Same as above.	Same as above.

text in written form and/or in oral discussion.							
C.1. Students can identify ways in which the achievements, people and values of the cultures they are studying have been represented internally and externally.	C	K <input checked="" type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input type="checkbox"/>	Same as above.	Same as above.	Same as above.
D.1. Students can describe the distinctive qualities and legacies of cultural texts and works produced by the cultures they have studied.	D	K <input checked="" type="checkbox"/>	S <input checked="" type="checkbox"/>	R <input checked="" type="checkbox"/>	Same as above.	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.

The B.A. in Comparative Literature and Cultural Studies (CL/CS) Program Assessment will use the graduation milestone for its sampling. All students graduating with the B.A. degree in CL/CS will be assessed during their semester of graduation.

**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:

All graduating majors will be assessed through a capstone paper submitted in the semester of graduation to the CL/CS program advisor.

This is an interdisciplinary major with only two 2000 entry-level core requirements that form part of the General Education Curriculum, and are assessed separately. All other requirements for the major are taken as electives by the students across different academic programs and departments at UNM, making the implementation of a multi-unit assessment mechanism impossible to institute, implement, and supervise. For this reason, the submission of a capstone essay during the semester of graduation represents the best means of assessment by the degree-granting department. The capstone essay submitted during the semester of graduation will register growth and development in academic skills that cannot be captured by an entry level course that forms part of the Gen Ed curriculum. Majors graduate from the program at the rate of 1 to 2 per year. Tracking the majors is our best possible means of assessing outcomes.

- 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 CL/CS major during their semester of graduation. All SLO's will be assessed every year. The measure of A.1., A.2., B.1., C.1., and D.1. is direct (see Addendum 1). Every graduating major will be asked to complete a self-evaluative questionnaire, which will constitute an indirect measure (See Addendum 2).

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

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 collected and tabulated by the graduating student's LCL faculty advisor (if applicable, as in the case of an Honors thesis supervised by an LCL faculty member) and/or the CLCS Program Director. CL/CS graduates about 1-2 majors each year. Data will be collected and submitted each year, but a report will be filed at the end of a 3-year cycle in the interests of statistical significance, validity and reliability. At the end of a three-year cycle (at the end of the Spring semester of the third year), over the course of the summer, the CL/CS Director will collate data gathered during the previous 3-year cycle. S/he will prepare a report for presentation to the CL/CS Advisory Committee and the Undergraduate Committee for discussion and evaluation of the findings.

The compiled data will be discussed by the CL/CS Advisory Board and the Program Director. Following this discussion, the CL/CS program director will present a written report to the departmental undergraduate committee, in the beginning of the Fall semester following a 3-year data gathering cycle. 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.

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

As stated previously, gathering of evidence will be performed by the CL/CS advisor in concert with the departmental Program Coordinator. The CL/CS Director will collate the data and prepare a report for the CL/CS Advisory Committee for evaluation, analysis, and development of recommendations, which will subsequently be presented to the Undergraduate Committee. 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 LCL. Recommendations will, of necessity, focus on the curriculum. Results will be communicated in writing to the LCL 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 over a three-year cycle. Given the number of majors graduating each year (1-2), analysis and publication of assessments will occur during the Fall semester following the end of a 3-year data gathering cycle.

**Addendum 1**

Outcomes Assessment Scoring Sheet

**B.A. in Comparative Literature and Cultural Studies (CL/CS)**

Name of B.A. candidate \_\_\_\_\_

Date of assessment \_\_\_\_\_

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

Faculty Evaluator \_\_\_\_\_

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

**(A.1.)** Student can identify the form of a literary or cultural text.

Poor 1                      2                      3                      4                      Excellent 5

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

Poor 1                      2                      3                      4                      Excellent 5

**(B.1.)** Student can articulate clear and coherent ideas about the characteristics of a literary or cultural text in written form and/or in oral discussion.

Poor 1                      2                      3                      4                      Excellent 5

**(C.1.)** Student can identify ways in which the achievements, people and values of the cultures they are studying have been represented internally and externally.

Poor

Excellent

1

2

3

4

5

**(D.1.)** Student can describe the distinctive qualities and legacies of cultural texts and works produced by the cultures they have studied.

Poor

Excellent

1

2

3

4

5

Comments:

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**Addendum 2**

Outcomes Assessment – Student Self-Evaluation Questionnaire

**B.A. in Comparative Literature and Cultural Studies (CL/CS)**

*Please complete and return to the CL/CS Director or LCL Program Coordinator*

Name (voluntary) \_\_\_\_\_ Date \_\_\_\_\_

Semester/Year of Graduation \_\_\_\_\_

*Circle an assessment of your ability to perform the following designated skills*

**(A.1.)** I can identify the form of a literary or cultural text.

Poor

Excellent

1

2

3

4

5

**(A.2.)** I can explain why a literary or cultural text in my area of study is culturally significant:

Poor

Excellent

1

2

3

4

5

**(B.1.)** I can articulate a clear and coherent argument about the characteristics of a literary or cultural text in written form and/or in oral discussion.

Poor

Excellent

1

2

3

4

5

**(C.1.)** I can identify ways in which the achievements, people and values of the cultures I have studied have been represented internally and externally.

Poor

Excellent

1

2

3

4

5

**(D.1.)** I can describe the distinctive qualities and legacies of cultural texts and works produced by the cultures I have studied.

Poor

Excellent

1

2

3

4

5

Comments:

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