

Department of Linguistics  
Plan for Assessment of Student Learning Outcomes  
The University of New Mexico

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**A. College, Department and Date**

1. College: College of Arts and Sciences
2. Department: Linguistics
3. Date: May 23, 2008

**B. Academic Program of Study**

Ph.D. in Linguistics

**C. Contact Person(s) for the Assessment Plan**

Sherman Wilcox, Chair

**D. Broad Program Goals & Measurable Student Learning Outcomes**

**Goal A: In-Depth Knowledge**

*To demonstrate detailed knowledge of a chosen subarea of linguistics*

- A.1. Students will be familiar with the basic literature and current theories for the empirical phenomena in the subarea of linguistics chosen for doctoral research.
- A.2. Students will be able to critically compare and evaluate theories and bring relevant data to bear on those theories in the subarea of linguistics chosen for doctoral research.

**Goal B: Original Research**

*To conduct original research in the chosen subarea of linguistics*

- B.1. Students will be able to pose an original research problem in their chosen subarea.
- B.2. Students will be able to collect and assemble a novel set of data relevant to solving the research problem.
- B.3. Students will demonstrate competency in the use of ethical guidelines for research with human subjects as outlined by the university IRB.
- B.4. Students will be able to produce a publishable research paper or monograph on a scientific problem.

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

**1. Student Learning Outcomes**

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals
<i>A.2. Students will be able to critically compare and evaluate theories and bring relevant data to bear on those theories in the subarea of linguistics chosen for doctoral research</i>	X	X		
<i>B.1. Students will be able to pose an original research problem in their chosen subarea</i>	X	X		
<i>B.4. Students will be able to produce a publishable research paper or monograph on a scientific problem</i>	X	X		

## 2. How will learning outcomes be assessed?

*A.2. Students will be able to critically compare and evaluate theories and bring relevant data to bear on those theories in the subarea of linguistics chosen for doctoral research.*

(i) *Means of assessment:* The comprehensive examinations completed by PhD students in the relevant year will be assessed for SLO A.2 on a 4-point rubric: 1=fail, 2=low pass, 3=pass, 4=pass with distinction.

(ii) This is a *direct* measure of this SLO.

(iii) The *criterion for success* is that at least 75% of the comprehensive examination papers will receive a score of either 2 or 3.

*B.1. Students will be able to pose an original research problem in their chosen subarea.*

(i) *Means of assessment:* The doctoral dissertation proposals completed by PhD students in the relevant year will be assessed for SLO B.1 on a 4-point rubric: 1=fail, 2=low pass, 3=pass, 4=pass with distinction.

(ii) This is a *direct* measure of this SLO.

(iii) The *criterion for success* is that at least 75% of the doctoral dissertation proposals will receive a score of either 2 or 3.

*B.4. Students will be able to produce a publishable research paper or monograph on a scientific problem.*

(i) *Means of assessment:* Course term papers or papers accepted for publication used in lieu of a comprehensive examination will be assessed for SLO B.4 on a 4-point rubric: 1=fail, 2=low pass, 3=pass, 4=pass with distinction.

(ii) This is a *direct* measure of this SLO.

(iii) The *criterion for success* is that at least 75% of the papers assessed will receive a score of either 2 or 3.

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

Our plan for developing assessment of these student learning outcomes, in terms of timetable and forums for discussion, is as follows:

*2008-2009:*

Assessment of A.2 will begin by review of the comprehensive exams taken in 2008-2009, by the faculty whose specializations are represented in the exams for that year. Assessment will take place late in Spring Semester. The faculty will discuss the need for revisions, if any, to the comprehensive examinations system.

*2009-2010:*

Revisions to the comprehensive examination system based on the previous year's assessment results, if any, will be implemented (see 4 below for a description of the process).

Assessment of B.1 will begin by review of the doctoral dissertation proposals presented in 2009-2010, by the faculty whose specializations are represented in the exams for that year. Assessment will take place late in Spring Semester. The faculty will discuss the need for revisions, if any, to the dissertation proposal preparation process.

Assessment of A.2 will continue by review of the comprehensive exams taken in 2009-2010, by the faculty whose specializations are represented in the exams for that year. The faculty will review the results in the light of revisions, if any, made to the comprehensive examination system in 2009-10.

*2010-2011:*

Further revisions to the comprehensive examination system based on the previous year's assessment results, if any, will be implemented (see 4 below).

Revisions to the dissertation proposal preparation process, if any, will be implemented (see 4 below).

Assessment of B.4 will begin by review of the term papers/publications received in courses offered in 2010-2011, and publications offered in lieu of comprehensive examinations in 2010-2011, by the faculty whose specializations are represented in the papers for that year. Assessment will take place late in Spring Semester. The faculty will discuss the need for revisions, if any, to the training of students in developing advanced research and writing skills.

Assessment of B.1 will continue by review of the doctoral dissertation proposals presented in 2010-2011, by the faculty whose specializations are represented in the exams for that year. The faculty will review the results in the light of revisions, if any, made to the dissertation proposal preparation process in 2010-11.

Assessment of A.2 will continue by review of the comprehensive exams taken in 2010-2011, by the faculty whose specializations are represented in the exams for that year. The faculty will review the results in the light of revisions, if any, made to the comprehensive examination system in 2010-11.

**4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

The faculty members engaged in the initial assessment process (see 3 above) will report on their assessment to the faculty as a whole at the end of the Spring Semester of the academic year. The faculty as a whole will discuss the result of the assessment process, and whether revision, if any, is necessary to the assessment instrument, the curriculum, or to pedagogy. If minor revisions only are necessary, they may be resolved at the initial faculty meeting. If major revisions appear necessary, then the faculty will charge the Graduate Committee to develop recommendations for revisions. The Graduate Committee will present the recommendations to the faculty in the Fall Semester of the following year. The faculty will discuss the recommendations and adopt or amend them. The adopted recommendations will be implemented in the same year, and reviewed again at the end of the Spring Semester.