

Template
Academic Program
Assessment of Student Learning Plan
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 with the Office of the Provost.* Regardless of whether you complete the template or use an approved alternate format, the six key sets of questions (D1-D2 and E1-E4) do need to be addressed in the three-year assessment plan.

Please transmit Degree Program Assessment Plans electronically when possible.

*If you have any questions, please contact the Assessment Office at assess@unm.edu or 277-4130.

Template
Academic Program
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: *University College*
2. Department: *Native American Studies*
3. Date: *May 8, 2012*

B. Academic Program of Study*

B.A. in Native American Studies

C. Contact Person(s) for the Assessment Plan

Tiffany Lee, Assoc. Professor, tslee@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

- A. Provide an educational foundation in leadership in Native American Studies which prepares students to understand and sustain relationships and practices in Native communities and Nations.
- B. Students will value indigenous-based research for community building and self-determination.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

- A.1 Students will understand and apply Indigenous-based theory, research methods, and ethics to critical leadership issues in Native American communities.
- B.1. Students will conduct research by creating research questions.
- B.2 Students will conduct research by examining theories and methods.
- B.3 Students will conduct research by completing a study in preparation for graduate school or career/life choices.

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. Student Learning Outcomes

* 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.).

[Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.1 Students will understand and apply indigenous-based theory, research methods, and ethics to critical leadership issues in Native American communities.	X	X	X	
B.1. Students will conduct research by creating research questions.	X	X		
B.2 Students will conduct research by examining theories and methods.	X	X		
B.3 Students will conduct research by completing a study in preparation for graduate school or career/life choices.	X	X	X	

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?*

We will measure SLO A.1 and B.1, 2, and 3 by

- a. Evaluating written work and oral presentations in NATV 251, 300, and 351. This work will consist of creating a research question, annotated bibliography, and literature review in NATV 251, and a written research paper and oral presentation in NATV 300 and 351.
 - b. Evaluating completed research projects in NATV 300 and 351. These projects will consist of designing a complete research study, conducting the research, and writing and presenting the findings.
 - c. Examining completed student questionnaires and interviews
- ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write "Unsure of measurement type." There is an expectation that at least **half of the assessment methods/measures will be direct** measures of student learning. [See attached examples of direct and indirect measures.]*

The written work, oral presentations, and completed research projects in NATV 251, 300, and 351 are direct measures of the SLOs listed. The student questionnaires and interviews are indirect measures.

iii. *Briefly describe the **criteria for success** related to each direct or indirect means 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, attach them to the plan as they are available.*

Criteria for success:

a. At least 80% of the students in NATV 251 will score a C or better on the assignments "creating a research question", the annotated bibliography and the literature review. Rubrics/scoring sheets for the annotated bibliography and literature review are attached. These rubrics identify the specific qualities of work that constitute mastery of the SLO.

b. At least 80% of the students in NATV 300 and 351 will score a C or better on their research projects. A scoring sheet for the course research project and presentation is attached.

c. The questionnaires and interviews will provide more in-depth understanding of how the students rate their achievement on the SLOs. 80% or more will rate their understanding as agree or strongly agree (which translate to Likert scale average scores between 4 and 5).

B. Who: 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.

The program assessment will include evidence from all the students in the specific courses (NATV 251, 300, 351). This evidence will be valid and reliable because it includes the entire population of students in the courses.

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

[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., 2008-2009, 2009-2010, and 2010-2011), list which 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.)]

2012-13; 2013-14; 2014-15

Fall semester: SLO A.1 will be assessed by the instructor of NATV 251. The instructor will create activities and assignments (mentioned in question 2.A) to give formative feedback to students during the semester. A summary report of the semester's assessment will be given to the Department Chair. The instructor will also administer the questionnaire to enrolled students.

Spring semester: SLOs B.1, 2, 3 will be assessed by the instructors of NATV 300 and 351. The instructor will create activities and assignments (mentioned in question 2.A) to give formative feedback to students during the semester. A summary report of the semester will be given to the Department Chair. The instructor will also administer the questionnaire to enrolled students.

The NAS graduate assistant or other staff member will conduct an interview with a random sample of 10% of the students. They will summarize the interview in a report to the faculty at the end of the academic year.

At the end of each academic semester, faculty will meet to discuss the summary reports and make changes to the curriculum and instruction if it is deemed less than 80% of students are demonstrating the SLOs. Students will experience changes to the course in the following semester. By 2014-15, we anticipate the courses to have been modified and improved so that 80% or more of enrolled students are demonstrating each SLO.

4. 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).*
 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?*
1. NAS faculty who teach NATV 251, 300, and 351 and the graduate assistant or staff member will directly participate in the assessment process. They will collect the data and evidence and prepare the summary reports.
 2. All NAS faculty will meet at the end of each year to reflect on the assessment data shared in the reports. Faculty will analyze and interpret data through curriculum mapping, strategic planning for course and/or program changes and changes to teaching methods.
 3. The recommendations will be shared with NAS faculty and students. A summative assessment document will be provided to the Assessment office by Oct. 1 the following academic year detailing the previous year's work and changes to curriculum, pedagogy, and service to students and their collective effect on student learning.

Adapted from Kansas State University Office of Assessment