

Assessment Methods

MA Student Learning Objectives

1. Demonstrate mastery of subject content knowledge.
2. Demonstrate effective oral and written communication skills in discipline-specific genres
3. Understand ethical issues and responsibilities especially in matters related to professionalism and in presenting original work and writing and publishing papers.
4. Conduct independent research and analysis in their discipline

LO1:	MA Exam is administered in Spring of year 2
LO2:	MA Forum in Fall of Year 2, Course assignments
LO3:	Develop assessment in RL 620 Graduate Studies in Romance Languages
LO4:	MA Essay submitted in Spring of year 2

Ph.D. Student Learning Objectives:

1. Demonstrate mastery of subject content knowledge.
2. Demonstrate effective oral and written communication skills in discipline-specific genres.
3. Conduct independent research and analysis in their discipline
4. Demonstrate independent thinking and advanced knowledge in their current discipline and in related areas of their discipline.
5. Understand ethical issues and responsibilities especially in matters related to professionalism, field work, and in writing and publishing theses, dissertations and academic papers.
6. Professionalization into the field of study: publications, presentations, attended conferences, funded fellowships, and professional association activities

LO1:	Comprehensive Exam is administered in Spring of year 2
LO2:	During coursework, instructors assess competence in performative (conference paper) and written genres.
LO3:	Dissertation
LO4:	Comprehensive Exam and Dissertation prospectus
LO5:	Develop assessment for RL 620 Graduate Studies in Romance Languages

LO6:	Develop Course and Assessments for RL624 Professional Skills
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Assessment Processes

When will you conduct the assessment of each learning objective? Who will be responsible for each component? What is the overall timeline for the assessment plan? Consider using something like the simple table below to map out when each learning objective will be assessed. In this example, each learning objective would be assessed at least once every 5 years. Let your findings guide this plan and update it as needed. For instance, you might revisit a challenging learning objective sooner if you've made changes to improve the outcomes.

MA Students

Learning Objective	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23
LO1	X		Revisit		
LO2	X				
LO3		X			
LO4		X			Revisit

PhD Students

Learning Objective	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23
LO1	X		Revisit		
LO2	X				
LO3		X			
LO4		X			Revisit
LO5			X		
LO6			X		

Status, Outcomes and Results

The Graduate Committee will present their findings each year at the beginning of Spring term and will present an action plan for the following year. The Advisory Committee will review and approve the action plan, after which the Head will charge relevant stakeholders with specific tasks with hard deadlines.

Decisions, Plans and Recommendations

Each year, the Graduate Committee will present their findings and make specific recommendations in writing to the Advisory Committee for the following AY.

Appendix 1
Basic Approach to Assessment of Student Learning

The information below is adapted from Barbara Walvoord's book: *Assessment Clear and Simple*. The book provides a straightforward approach to assessment and at most you can read two chapters, and save yourself a lot of stress. If you'd like a copy of the book for your department, please contact Ron Bramhall in the Office of the Provost and Academic Affairs.