Academic Programs
Assessment Plan
The University of New Mexico
College of Education

A. **College, Department and Date**

1. College: College of Education
2. Department: Department of Language, Literacy and Sociocultural Studies
3. Date: December 16, 2015

B. **Academic Program of Study**

M.A. LLSS, American Indian Education

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

Christine Sims, Associate Professor/AIE Program Coordinator: csims@unm.edu
Vincent Werito, Assistant Professor: vwerito@unm.edu

* 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.).
<table>
<thead>
<tr>
<th>Broad Learning Goal</th>
<th>Student Learning Outcomes</th>
<th>COE C.F./Univ. Goal</th>
<th>When Assessed **</th>
<th>Assessment/ Course if applicable</th>
<th>Direct/ Indirect</th>
<th>Score Range</th>
<th>Expected Pass Rate *</th>
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<tbody>
<tr>
<td>Prepare educators who exhibit an understanding and ability to analyze the academic and Indigenous paradigms related to issues of identity, knowledge, epistemology, ontology, and practice.</td>
<td>Recognize the critical importance of the history of American Indian Education in contemporary curriculum, instructional practice and policy regarding Indigenous educational models.</td>
<td>U, K</td>
<td>Each Fall 2016 2017 2018</td>
<td>Final oral history project OR, Final paper, Including a final Presentation</td>
<td>Direct</td>
<td>Letter grade: A or B. 300 total points for course</td>
<td>85% score ≥ 260</td>
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<td></td>
<td>LLSS 551 History of American Indian Education</td>
<td></td>
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<td>80% meet satisfactory ratings of A or B for Graduates</td>
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<td>NATV 450: cross-listed undergraduate course</td>
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<td>75% meet satisfactory ratings of A, B, or C for Undergraduates</td>
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<tr>
<td>Prepare educators who exhibit an understanding and ability to analyze the academic and Indigenous paradigms related to issues of identity, knowledge, epistemology, ontology, and practice.</td>
<td>Identify the critical aspects and historical significance of American Indian Education as it relates to contemporary curriculum, instructional practice, and policy via a pedagogical project.</td>
<td>U, P, K, S</td>
<td>Each Spring 2016 2017 2018</td>
<td>Final Curriculum project OR, Final Paper, including a final Presentation</td>
<td>Direct</td>
<td>Letter grade: A or B. 300 total points for course</td>
<td>85% score ≥ 260</td>
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<td>LLSS 554 Teaching the Native American Child</td>
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<td>80% meet satisfactory ratings of A or B.</td>
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<td>Prepare professionals who demonstrate cultural proficiency for teaching American Indian students and developing educational leadership in schools serving American Indian students.</td>
<td>As a student, teacher and educational leader, articulate a project rationale that recognizes the unique qualities and complexities of Native American contexts (individual, community and cultural) and issues</td>
<td>I, R, S</td>
<td>Each Spring 2016 2017 2018</td>
<td>Final Community Research project OR, Final Paper, including a final Presentation</td>
<td>Direct</td>
<td>Letter grade: A or B. 300 total points for course</td>
<td>85% score ≥ 260</td>
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<td>LLSS 564 Issues in AIE</td>
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<td>80% meet satisfactory ratings of A or B for Graduates</td>
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</table>
1. **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 AIE Program’s assessment will include evidence drawn from a sample of students taking AIE courses. Although all students will be assessed as shown in our Expected Pass Rate, ONLY graduate students will be sampled in AIE courses (where both undergraduate and graduate levels are offered).

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

   The AIE timeframe for assessing outcomes will take place on an annual basis following the end of fall and spring semesters during the three year period 2014-2017. The AIE Program Coordinator and AIE faculty will meet during their monthly program meetings to discuss the results of assessments and changes needed to improve student learning for subsequent semesters in which each course is offered.

3. **What is the program’s process to analyze/interpret assessment data and use results to improve student learning?**
   a. **Who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations)?**

      The AIE Program Coordinator and AIE faculty.

   b. **What is the process for considering the implications of assessment/data for change?**

      Faculty will review the data annually (both aggregated and disaggregated) to review and recommend any needed changes to the program’s assessment processes, the program’s curricular design and/or instructional strategies to improve student learning.

   c. **Recommendations** will be communicated to students, as well as College and University constituents following the appropriate COE curriculum workflow process as well as to other external stakeholders through the COE’s Curriculum Advisory Committee.