

Department of Linguistics  
Learning Outcomes Assessment Plan  
June 15<sup>th</sup>, 2009

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## **I. Mission Statement**

The Department of Linguistics offers a Bachelor of Arts degree with options in Computational Linguistics, General Linguistics, Interdisciplinary Language Studies, and Teaching English as a Second Language (TESL); undergraduate minors in Linguistics, English as a Second Language, and Japanese; a single subject preparation in English/ESL; a Graduate Certificate in Teaching English to Speakers of other Languages (TESL); and a Master of Arts degree in Linguistics, with an option in TESL. Toward these ends the Linguistics Department is dedicated to providing students in these programs with the highest level of educational experience possible.

Both our undergraduate and graduate programs aim to develop intellectual skills that are essential to professional careers or advanced degrees. Our courses provide students with analytical tools that can be applied to virtually any subject. They also help enhance critical thinking, satisfy broad intellectual interest, and enrich personal knowledge.

In addition, the Department, through its General Education and service courses, provides a rich resource of information and knowledge about all aspects of language for students in many other disciplines, as well as for university and the greater community.

## II. Goals and Objectives

### Goal 1. How language works.

Objective 1	Demonstrate knowledge of how sound patterns (phonology) work and how to analyze phonological data.
Objective 2	Demonstrate knowledge of word structure (morphology) and how to analyze morphological data.
Objective 3	Demonstrate knowledge of sentence patterns (syntax) and how to analyze syntactic data.
Objective 4	Demonstrate basic knowledge of language change and language prehistory (historical linguistics) and ability to analyze historical linguistic data.
Objective 5	Demonstrate basic knowledge of phonetics
Objective 6	Demonstrate basic knowledge of the semantic and pragmatic properties of languages
Objective 7	Demonstrate knowledge of English grammar (phonology, morphology and syntax) and how it has changed over time.

### Goal 2. How language is acquired and taught.

Objective 8	Demonstrate an understanding of how language is acquired
Objective 9	Demonstrate an understanding of how language is processed by the brain

### Goal 3. How language is used in its cultural and social setting.

Objective 10	Demonstrate an understanding of language variation
Objective II	Demonstrate an understanding of how language, culture, and society interact

## III. Objectives As They Are Addressed in Core Courses

### Goal 1: How language works.

	L100	L134	L138	L139	L142	L143	L145
Obj. 1: Demonstrate knowledge of how sound patterns (phonology) work and how to analyze phonological data.					M		M
Obj. 2: Demonstrate knowledge of word structure (morphology) and how to analyze morphological data.	I				M		M
Obj. 3: Demonstrate knowledge of sentence patterns (syntax) and how to analyze syntactic data.	I					M	
Obj. 4: Demonstrate knowledge of language change and language history (historical linguistics) and how to analyze historical linguistic data.	I						M
Obj. 5: Demonstrate basic knowledge of phonetics.	I			M			
Obj. 6: Demonstrate basic knowledge of the semantic and pragmatic aspects of	I						

language.							
Obj. 7: Demonstrate basic knowledge of English grammar and how it has changed over time.		M	M				

**Goal 2: How language is acquired and taught.**

	L100	L132	L141	L165
Obj. 8: Demonstrate an understanding of how language is acquired.			M	M
Obj. 9: Demonstrate an understanding of how language is processed by the brain.	I	M		

**Goal 3: How language is used in its cultural and social setting.**

	L100	L120	L130	L147	L148
Obj. 10: Demonstrate an understanding of language variation.	I				M
Obj. 11: Demonstrate an understanding of how language and culture interact.		M	M	M	M

Key: I = Introductory Level, M = Intermediate Level; A = Advanced Level

#### IV. Assessment of Selected Objectives

Linguistics is in the process of changing its core classes for the BA to the following, required of all students.

100	General Linguistics
139	General Phonetics
142	Phonology
143	Syntax
148	Sociolinguistics
165	Language Acquisition

We have therefore decided to examine how well students in these courses are mastering selected objectives. Specifically, we will look at the classes in which students are expected to achieve mastery of goal 1, objectives 1-5; goal 2, objective 8; and goal 3, objectives 10-11.

##### A. Through Examination

ExamA: Midterm and Final examinations for Ling 100, 139, 142, and 143 will be looked at and compared to see how students are doing in achieving Goal 1, objectives 1, 2, 3, 5. Instructors for those classes will meet and discuss student outcomes and how to improve them where needed.

ExamB: Midterm and Final examinations for Ling 141 and 165 will be looked at and compared to see how students are doing in achieving Goal 2, objective 8. Instructors for those classes will meet and discuss student outcomes and how to improve them where needed.

ExamC: Midterm and Final examinations for Ling 100 and 148 will be looked at and compared to see how students are doing in achieving Goal 3, objectives 10-11. Instructors for those classes will meet and discuss student outcomes and how to improve them where needed.

##### B. Through Employing Scoring Rubrics to Evaluate Student Projects

ProjA: Students term papers in Ling 139, 142, and 143 will be looked at and compared to see how students are doing in achieving Goal 1, objectives 1, 2, 3, 5. Instructors for those classes will meet and discuss student outcomes and how to improve them where needed.

ProjB: Students term papers in Ling 141 and 165 will be looked at and compared to see how students are doing in achieving Goal 2, objective 8. Instructors for those classes will meet and discuss student outcomes and how to improve them where needed.

ProjC: Students term papers in Ling 148 will be looked at and compared to see how students are doing in achieving Goal 3, objectives 10-11. Instructors for that class will meet and discuss student outcomes and how to improve them where needed.

### C. Through Surveys

Exit Survey: Our department recognizes that students these days work better with the word-wide web than with the stylus and clay tablets that faculty and administration are accustomed to. In response to changing technology, we have developed and posted on-line an Exit Survey that graduating students take electronically. It can be viewed at <http://www.questionpro.com/akira/TakeSurvey?id=1265543>. It uses no paper or postage, its results are tabulated automatically, and it is easily accessible to anyone with access to the internet. Beginning Spring 09 we are sending this out at the end of every academic year. Discussion of results will be done in the first faculty meeting Fall 09. Here is a compressed sample of what the results look like, from our most recent survey:



Alumni Survey: Beginning Spring 02 we are sending out the same survey to alumni at the end of each academic year. Procedures are the same as for the Exit Survey, with simultaneous discussion at the first faculty meeting of each school year.

## V. Five Year Timeline

Spring 2009	<i>Exit Survey</i>	<i>Alumni Survey</i>
Fall 2009	<i>ExamA</i>	
Spring 2010	<i>Exit Survey</i>	<i>Alumni Survey</i>
Fall 2010	<i>ProjA</i>	
Spring 2011	<i>Exit Survey</i>	<i>Alumni Survey</i>
Fall 2011	<i>ExamB</i>	
Spring 2012	<i>Exit Survey</i>	<i>Alumni Survey</i>
Fall 2012	<i>ProjB</i>	<i>ProjC</i>
Spring 2012	<i>Exit Survey</i>	<i>Alumni Survey</i>
Fall 2012	<i>ExamC</i>	