**Program Assessment Plan, 2013-2018**

**Department: Linguistics/ TESL**

**Option: BA Majors and Minors**

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| **Assessment Activity**  Specify type of assessment activity and SLO (may refer by number to list below) | **Time Period** | **Direct Measures**  Describe student work to be used to provide evidence for outcome | **Indirect Measures**  Describe instrument: survey, interview | **Where will evidence be gathered?**  Course name, internship, etc | **What results would indicate success or failure?**  What is the expected level of achievement? | **Status** |
| Read, evaluate, and write effectively about linguistic topics. (SLO5) | 2013-14 | Term paper, project and/or essay questions | Student self assessment through yearly program exit survey | All students in 400 level courses or randomly selected sample; LING 300/400-level comparison? | 80% accuracy (when converting rubric rating to percentage scale) | Procedure in planning stages |
| Define the connections between linguistic study and its practical applications. (SLO6) | 2014-15 | Answers to embedded question(s) | Student self assessment through yearly program exit survey | All students in 400-level courses or randomly selected sample; LING 300/400-level comparison? | 90% accuracy (when converting rubric rating to percentage scale) | Not yet started |
| Describe key concepts from such fields as pragmatics, and discourse analysis and relate them to language data. (SLO3) | 2015-16 | Answers to embedded question(s); analysis of a problem; term paper or project | Student self assessment through yearly program exit survey | All students in LING 408 | 80% accuracy (when converting rubric rating to percentage scale) | Not yet started |
| Verbalize how sociocultural diversity manifests itself in language using methods and concepts from the field of sociolinguistics. (SLO4) | 2015-16 | Answers to embedded question(s); analysis of a problem; term paper or project | Student self assessment through yearly program exit survey | All students in Ling 441 | 80% accuracy (when converting rubric rating to percentage scale) | Not yet started |
| Verbalize what is involved in the acquisition and development of language and discuss its biological and social foundations. (SLO2) | 2016-17 | Answers to embedded question(s); term paper or project | Student self assessment through yearly program exit survey | Ling 417, CHS 433 | 80% accuracy (when converting rubric rating to percentage scale) | Not yet started |
| Express what linguists mean by “knowing a human language” by demonstrating knowledge of such core fields as phonetics, phonology, morphology, syntax, semantics, and pragmatics. (SLO1) | 2017-18 | Response to embedded question(s); term paper or project | Student self assessment through yearly program exit survey | Depending on interpretation of SLO: LING 402, 403, 404 and/or 408 | 80% accuracy (when converting rubric rating to percentage scale) | Not yet started |

**Program Learning Outcomes List**

1. Express what linguists mean by “knowing a human language” by demonstrating knowledge of such core fields as phonetics, phonology, morphology, syntax, semantics, and pragmatics.
2. Verbalize what is involved in the acquisition and development of language and discuss its biological and social foundations.
3. Describe key concepts from such fields as pragmatics, and discourse analysis and relate them to language data.
4. Verbalize how sociocultural diversity manifests itself in language using methods and concepts from the field of sociolinguistics.
5. Read, evaluate, and write effectively about linguistic topics.
6. Define the connections between linguistic study and its practical applications.

**Curriculum Alignment: Resources for Assessment**

Which courses or activities provide student learning opportunities for the program learning outcome?

Specify whether the material is (I) introduced, (P) Practiced or (D) Developed.

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| **Department/Program Courses** | **PLO 1** | **PLO 2** | **PLO 3** | **PLO 4** | **PLO 5** | **PLO 6** |
| **LING 200 (How) Language Matters OR LING 250 Languages of California** | I | I | I | I | I | I, P |
| **LING 310 Language and the Law OR LING 325 Language, Gender and Identity** |  | I | I, P | I, P | I, P | I, P |
| **LING 300: Approaches to Linguistic Analysis** | I | I | I | I | I | I |
| **LING 402: Phonetics and Phonology** | P, D (for phonetics and phonology) | I |  |  | P, D | P, D |
| **LING 403: Morphology** | P, D (for morphology) | I |  |  | P, D | P, D |
| **LING 404: Syntax** | P, D (for syntax) | I |  |  | P, D | P, D |
| **LING 408: Semantics and Pragmatics** | P, D (for semantics and pragmatics) | I | P, D |  | P, D | P,D |
| **LING 417: Language Development and Acquisition** |  | P, D |  | I | P, D | P, D |
| **LING 441: Sociolinguistics OR Ling 427: Languages in Contact** |  | I | I | P, D | P, D | P, D |

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| **Other activities or indirect measures** | **PLO 1** | **PLO 2** | **PLO 3** | **PLO 4** | **PLO 5** | **PLO 6** |
| Exit survey for BA Majors | Self Assessment through annual exit survey | Self Assessment through annual exit survey | Self Assessment through annual exit survey | Self Assessment through annual exit survey | Self Assessment through annual exit survey | Self Assessment through annual exit survey |