**2019-2020 Annual Program Assessment Report Guide**

Please submit your report to your department chair or program coordinator, the Associate Dean and Dean of your College, and to [james.solomon@csun.edu](mailto:james.solomon@csun.edu), Director of the Office of Academic Assessment and Program Review, by **September 30, 2020**. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please include this form with your report in the same file and identify your department/program in the file name. Please do not change the date on the form, and be sure to check that your report is ADA accessible.**

**College: Humanities**

**Department: Linguistics/TESL**

**Program: BA in Linguistics**

**Assessment liaison: Tineke Scholten**

1. **Please check off whichever is applicable:**

**A. \_\_\_\_\_\_\_\_ Measured student work within program major/options.**

**B. \_\_\_\_\_\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_\_x\_\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_\_\_\_\_\_\_\_Participated in the 2019-20 assessment of General Education Section D: Social Sciences and U.S. History and Government student learning outcomes**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:

* an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the GE learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include: e.g. SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes) and the creation or modification of new assessment instruments

1. **Preview of planned assessment activities for 2020-21.** Include a brief description as reflective of a continuous program of ongoing assessment.

## Overview of Assessment Activities 2019-20 (Category C and “Other”)

Assessment is on the agenda of every monthly faculty meeting. During 2018-19, the faculty had made significant progress in reviewing the SLOs of all undergraduate courses. The department planned to and was successful in completing this process during this academic year.

The Linguistics/TESL Department has undergone major changes over the past decade through the hiring of several tenure track faculty and an overall growth in undergraduate and graduate students and course offerings. This means that courses that were previously taught by the same faculty member over many years, are now often assigned to different faculty members. A conversation about the faculty’s interpretation of each course was therefore overdue. Course objectives are intended to create uniformity and clarity, while at the same time allowing for sufficient flexibility. The focus of our conversations was to determine whether the course objectives were clear, realistic (given assessment results over the past years), and reflected the faculty’s current beliefs as to what each course is to accomplish. Attention was also paid to whether there is any overlap between courses and where that is a positive or where it should be avoided.

## Assessment Activities and the University’s Commitment to Diversity

The Linguistics/TESL Department strives to provide a comprehensive and well-thought-out curriculum that strongly emphasizes independent and critical thinking. Moreover, the Linguistics/TESL Department faculty requires that its students closely examine commonly held beliefs about language use and language acquisition that directly affect societal opinions about the merits of (typically economically disadvantaged) groups of language users. That issue came especially to the forefront in the context of the renewed, and necessary attention to overt and implicit structural and individual discrimination that students of color face. The department is committed to examining how it may have inadvertently contributed to this status quo and what it can do to send a message of true inclusivity in its course offerings as well as in the way it manages the classroom environment.

## Preview of Planned Assessment Activities for 2020-21

No assessment activities are planned for this year as the College of Humanities intends to replace all departmental assessment activities with a college-wide assessment of students’ critical thinking skills this academic year.