

Department of Linguistics  
Plan for Assessment of Student Learning Outcomes  
The University of New Mexico

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**A. College, Department and Date**

1. College: College of Arts and Sciences
2. Department: Linguistics
3. Date: May 23, 2008

**B. Academic Program of Study**

B.A. Linguistics

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

Sherman Wilcox, Chair

**D. Broad Program Goals & Measurable Student Learning Outcomes**

**Goal A: Language in Human Context**

*To develop awareness of the nature of language and its role in human society*

- A.1. Students will demonstrate knowledge and understanding of linguistic diversity and variability within and across societies.
- A.2. Students will come to an appreciation of the social value of all language varieties.

**Goal B: Relating Theories and Data**

*To develop knowledge of theories of language and how theories relate to data*

- B.1. Students will be able to describe the basic principles of linguistic theories in a number of areas of linguistics.
- B.2. Students will be able to describe how a linguistic theory would interpret relevant data, or how that data is problematic for the theory.
- B.3. Students will be able to write an essay investigating a research problem in a particular area in linguistics.

**Goal C: Language Structure and Function**

*To be able to analyze linguistic structures and to relate linguistic structures to the functions they perform*

- C.1. Students will be able to analyze the basic grammatical structures of sentences.
- C.2. Students will be able to analyze the contributions of parts of sentences to the function of those sentences, for basic grammatical structures

C.3. Students will be able to describe and give examples of important phonological processes and their phonetic motivation.

**E. Assessment of Student Learning Three-Year Plan**

**1. Student Learning Outcomes**

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals
<i>B.3. Students will be able to write an essay investigating a research problem in a particular area in linguistics.</i>	X	X		
<i>C.1. Students will be able to analyze the basic grammatical structures of sentences.</i>	X	X		
<i>C.3. Students will be able to describe and give examples of important phonological processes and their phonetic motivation.</i>	X	X		

**2. How will learning outcomes be assessed?**

*B.3. Students will be able to write an essay investigating a research problem in a particular area in linguistics.*

(i) *Means of assessment:* Essays submitted as term papers by BA students in their senior year in 400-level linguistics courses in the relevant academic year will be assessed for SLO B.3 on a 3-point rubric: 1=less than adequate, 2=adequate, 3=more than adequate.

(ii) This is a *direct* measure of this SLO.

(iii) The *criterion for success* is that at least 75% of the essays will receive a score of either 2 or 3.

*C.1. Students will be able to analyze the basic grammatical structures of sentences.*

(i) *Means of assessment:* A sample of answers to examination questions in a core linguistics course requiring grammatical analysis by BA students in their senior year in the relevant academic year will be assessed for SLO C.1 on a 3-point rubric: 1=less than adequate, 2=adequate, 3=more than adequate.

(ii) This is a *direct* measure of this SLO.

(iii) The *criterion for success* is that at least 75% of the examination papers assessed will receive a score of either 2 or 3 on the questions selected for assessment as a whole (that is, the assessment will be on the overall performance of each student in the sample for all of the questions selected for assessment).

*C.3. Students will be able to describe and give examples of important phonological processes and their phonetic motivation.*

(i) *Means of assessment:* A sample of answers to examination questions in a core linguistics course requiring the analysis of sound structure by BA students in their senior year in the relevant academic year will be assessed for SLO C.1 on a 3-point rubric: 1=less than adequate, 2=adequate, 3=more than adequate.

(ii) This is a *direct* measure of this SLO.

(iii) The *criterion for success* is that at least 75% of the examination papers assessed will receive a score of either 2 or 3 on the questions selected for assessment as a whole (that is, the assessment will be on the overall performance of each student in the sample for all of the questions selected for assessment).

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

Our plan for developing assessment of these student learning outcomes, in terms of timetable and forums for discussion, is as follows:

*2008-2009:*

Assessment of B.3 will begin by review of the essays on linguistic topics by seniors received in 2009-2010, by the entire faculty. Assessment will take place late in Spring Semester. The faculty will discuss the need for revisions, if any, to the preparation of students for writing academic essays on linguistic topics.

*2009-2010:*

Revisions to the essay writing preparation process based on the previous year's assessment results, if any, will be implemented (see 4 below for a description of the process).

Assessment of C.3 will begin by review of the answers to selected exam questions received in 2009-2010, by the entire faculty. Assessment will take place late in Spring Semester. The faculty will discuss the need for revisions, if any, to the preparation of students for the analysis of sound structure.

Assessment of B.3 will continue by review of the essays on linguistic topics by seniors received in 2009-2010, by the entire faculty. The faculty will review the results in the light of revisions, if any, made to the essay writing preparation process in 2009-10.

*2010-2011:*

Further revisions to the essay writing preparation process based on the previous year's assessment results, if any, will be implemented (see 4 below).

Revisions to the preparation process for analyzing sound structure, if any, will be implemented (see 4 below).

Assessment of C.1 will begin by review of the answers to selected exam questions received in 2009-2010, by the entire faculty. Assessment will take place late in Spring Semester. The faculty will discuss the need for revisions, if any, to the preparation of students for the analysis of grammatical structure and function.

Assessment of C.3 will continue by review of the answers to selected exam questions received in 2009-2010, by the entire faculty. The faculty will review the results in the light of revisions, if any, made to the preparation process for the analysis of sound structure in 2010-11.

Assessment of B.3 will continue by review of the essays on linguistic topics by seniors received in 2010-2011, by the entire faculty. The faculty will review the results in the light of revisions, if any, made to the essay writing preparation process in 2010-11.

#### **4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

The faculty as a whole will discuss their assessment in a meeting of the faculty at the end of the Spring Semester of the academic year. The faculty as a whole will discuss the result of the assessment process, and whether revision, if any, is necessary to the assessment instrument, the curriculum, or to pedagogy. If minor revisions only are necessary, they may be resolved at the initial faculty meeting. If major revisions appear necessary, then the faculty will appoint an Undergraduate Curriculum Committee, and charge the Undergraduate Curriculum Committee to develop recommendations for revisions. The Undergraduate Curriculum Committee will present the recommendation to the faculty in the Fall Semester of the following year. The faculty will discuss the recommendations and adopt or amend them. The adopted recommendations will be implemented in the same year, and reviewed again at the end of the Spring Semester.