

**University of Central Arkansas Program Assurance of Learning Process**

<b>Program Basics</b>	<p><b>Program Name:</b> Bachelor of Arts in Linguistics</p>
	<p><b>Program Purpose:</b> The linguistics degree educates students in the scientific study of language and how speakers use language to communicate not only ideas, but world view and social identity.</p>
<b>Program Goal:</b>	<p><b>Goal 1:</b> Our graduates will understand basic theoretical linguistic concepts.</p>
<b>Program Goal:</b>	<p><b>Goal 2:</b> Our graduates will critically analyze and interpret data to solve problems.</p>
<b>Program Goal:</b>	<p><b>Goal 3:</b> Our graduates will be able to write effectively.</p>

University of Central Arkansas Program Assurance of Learning Process Timeline

Closing the Loop Process:	<b>Data Collection</b>	The linguistics advisors will collect the portfolios from their graduating major advisees each semester. The portfolios are kept in Dr. Burley's office until the assessment takes place each spring and then assessed portfolios are kept in the Department of Writing's workroom.
		<b>Timeline:</b> Compiled data will be provided by July each year.
	<b>Data Analysis</b>	The linguistics faculty member who serves on the department's assessment committee is responsible for all data analysis.
		<b>Timeline:</b> The linguistics faculty member who serves on the department's assessment committee will provide data to the linguistics faculty by July each year.
	<b>Data Dissemination</b>	The linguistics faculty member who serves on the department's assessment committee sends the results to the chair and linguistics faculty. The linguistics faculty meets to discuss the results and possible curricular and/or pedagogical changes.
		<b>Timeline:</b> The linguistics faculty will meet in September.
	<b>Resulting Actions</b>	Curricular changes will be submitted to the Department Curriculum Committee during the fall semester. Linguistics faculty will inform the chair in the annual report that year of any pedagogical or other changes resulting from data analysis.
		<b>Timeline:</b> Curricular changes will be voted on by the Department Curriculum Committee within a month of receiving proposals. The chair approves or not within two weeks after receiving materials from the Committee. Any other types of changes will be shared with linguistics faculty on an on-going basis.
	<b>Re-assessment/Evaluation</b>	Linguistic faculty will implement any changes during the year. The impact of these changes will be assessed the following year. The data related to these changes will then be disseminated and analyzed according the procedure outlined above.
		<b>Timeline:</b> Following year when the data is collected and analyzed.

Student Learning Outcomes:	Student Learning Outcome	Students will effectively analyze the structure of language. Meets program goal of understanding basic theoretical linguistic concepts of phonetics, phonology, semantics, sociolinguistics, morphology, and syntax. Meets program goal of analyzing and interpreting data to solve problems where the data is natural language and the problems include the phonetic, phonological, morphological, and syntax problems. Meets the program goal of writing effectively as students must explicate the solved problems.
	Related Program Goal(s)	Program Goals 1, 2, and 3
	Assessment Activity	Final Portfolio Assignments from LING 3315, 3325, 4350, and 4355 will be used for an overall assessment.
	Assessment Method	Scoring Rubric
	Benchmark	85% of students will score at least a 3 (proficient) on a 4 point scale. In phonology and syntax, students are scoring slightly below a 3, yet in Structure of English they are scoring higher. It is a reasonable goal to propose the majority of students reach a 3 in all three courses.
	Location	All graduating seniors through their final portfolio.
	Frequency	Portfolios will be collected from graduating seniors every fall, spring and summer semesters.
Observations:	Data Summary:	Of 11 portfolios assessed in 2011-12, the mean score for the rubric items that assess this outcome were 2.8 (phonology problem), 2.5 (syntax), 3.3 (Structure of English) and 3.2 (application).
	Result:	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet
	Responsible Authority Analysis:	<b>Date of Analysis:</b> 5/2012 <b>Authority Responsible for Analysis:</b> The linguistics faculty member who serves on the department's assessment committee. All linguistics faculty in the Department of Writing participate in the assessment. <b>Comments:</b> This was the first assessment of the program.
Analysis	Dept./ Area/ Program Faculty:	<b>Date:</b> 06/2012 <b>Presented to Program Faculty by:</b> The linguistics faculty member who serves on the department's assessment committee <b>Comments:</b> There were no other faculty in linguistics to share the results with. The chair received a report in June 2012.
	Conclusion	X <input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again:      ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process Change <input type="checkbox"/>

<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date: Fall 2012</b>	
	<b>Acknowledgement</b>	<Ex: Assessment Chair>	Date
	<b>Acknowledgement</b>	<Ex: COB Dean>	Date

<b>Student Learning Outcomes:</b>	<b>Student Learning Outcome</b>	Students will analyze phonological data using feature theory to determine phonological rules and their ordering. Meets program goal of understanding basic theoretical linguistic concepts of, in this case, phonology. Meets program goal of analyzing and interpreting data to solve problems where the data is natural language and the problems are phonological problems. Meets the program goal of writing effectively as students must explicate the solved problems.
	<b>Related Program Goal(s)</b>	Program Goals 1, 2, and 3
	<b>Assessment Activity</b>	Final Portfolio The phonology final exam will be used. (LING 4350)
	<b>Assessment Method</b>	Scoring Rubric
	<b>Benchmark</b>	85% of students will score a 3 (proficient) on a 4 point scale. Students are scoring at a 2.8, so raising that to 3 is a reasonable goal.
	<b>Location</b>	All graduating seniors through their final portfolio.
	<b>Frequency</b>	Portfolios will be collected from graduating seniors every fall, spring and summer semesters.

<b>Observations:</b>	<b>Data Summary:</b>	Of 11 portfolios assessed in 2011-12, the mean score for the rubric item that assesses this outcome was 2.8 (phonology problem)
	<b>Result:</b>	XX <input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet
	<b>Responsible Authority Analysis:</b>	<b>Date of Analysis:</b> 5/2012 <b>Authority Responsible for Analysis:</b> The linguistics faculty member who serves on the department's assessment committee. All linguistics faculty in the Department of Writing participate in the assessment. <b>Comments:</b> Students are having trouble with the written analysis—explaining their reasoning.

Process Adopted On:

Semester of Data: 2011-2012

Analysis	Dept./ Area/ Program Faculty:	<b>Date:</b> 10/10/2012 <b>Presented to Program Faculty by:</b> The linguistics faculty member who serves on the department's assessment committee <b>Comments:</b>
	Con-clusion	XX <input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process Change <input type="checkbox"/>
Closing the Loop	Assessment Data-Driven Change	<b>Planned Implementation Date: Spring 2013</b> The instructor of Phonology will spend more time on how to write an analysis and will require at least two homework assignments to be heavily weighted towards this goal.  The portfolio system was changed so that faculty designate which assignment in each class is to be part of the portfolio (previously the student's choice). Students were given new guidelines for collecting materials and presenting them in the portfolio.
	Acknow-ledge-ment	<Ex: Assessment Chair> _____ Date
	Acknow-ledge-ment	<Ex: COB Dean> _____ Date

<Repeat table as needed for each Student Learning Outcome>

Student Learning Outcomes:	<b>Student Learning Outcome</b>	Students will analyze key concepts such as community of practice, speech community, and social factors that affect speech (race, class, gender and other identity practices), and demonstrate how social ideologies about languages and dialects play a role in the power dynamics of society. Meets program goal of understanding basic theoretical linguistic concepts of sociolinguistics. Meets program goal of analyzing and interpreting data to solve problems where the data is natural language and the problems are sociolinguistic in nature. Meets the program goal of writing effectively as students must write research papers, ethnographies and essays.
	<b>Related Program Goal(s)</b>	Program Goals 1, 2, 3
	<b>Assessment Activity</b>	Final Portfolio The research paper or ethnography, whichever the instructor designates, will be used for this assessment. (LING 3325)
	<b>Assessment Method</b>	Scoring Rubric
	<b>Benchmark</b>	85% of students will score a 3.2 (proficient) on a 4 point scale. While the mean score last year was a 3.3, it remains to be seen if this is sustainable given it was our first assessment.
	<b>Location</b>	All graduating seniors through their final portfolio.
	<b>Frequency</b>	Portfolios will be collected from graduating seniors every fall, spring and summer semesters.
Observations:	<b>Data Summary:</b>	Of 11 graduate portfolios in 2011-12, the mean score for the rubric item that assesses this outcome was 3.3.
	<b>Result:</b>	XX <input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet
Analysis	<b>Responsible Authority Analysis:</b>	<b>Date of Analysis:</b> 5/2012 <b>Authority Responsible for Analysis:</b> The linguistics faculty member who serves on the department's assessment committee. All linguistics faculty in the Department of Writing participate in the assessment. <b>Comments:</b>
	<b>Dept./ Area/ Program Faculty:</b>	<b>Date:</b> 10/10/2012 <b>Presented to Program Faculty by:</b> The linguistics faculty member who serves on the department's assessment committee <b>Comments:</b>
	<b>Conclusion</b>	XX <input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again:      ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process Change <input type="checkbox"/>

me	Assessment Data-Driven Change	<b>Planned Implementation Date: Spring 2013</b>	
		The portfolio system was changed so that faculty designate which assignment in each class is to be part of the portfolio (previously the student's choice). Students were given new guidelines for collecting materials and presenting them in the portfolio.	
sp nt c	Acknowledgement	<Ex: Assessment Chair>	Date
	Acknowledgement	<Ex: COB Dean>	Date

Student Learning Outcomes:	Student Learning Outcome	Students will perform a data-driven syntactic analysis. Meets program goal of understanding basic theoretical linguistic concepts of, in this case, morphology and syntax. Meets program goal of analyzing and interpreting data to solve problems where the data is natural language and the problems are syntax problems. Meets the program goal of writing effectively as students must explicate the solved problems.
	Related Program Goal(s)	Program Goals 1, 2, 3
	Assessment Activity	Final Portfolio The final data set from LING 4355 will be used for this assessment
	Assessment Method	Scoring Rubric
	Benchmark	85% of students will score a 3 (proficient) on a 4 point scale. Students are scoring at a 2.5. With teaching changes in place, this will increase to a proficient level.
	Location	All graduating seniors through their final portfolio.
	Frequency	Portfolios will be collected from graduating seniors every fall, spring and summer semesters.

Student Learning Outcomes:	Student Learning Outcome	Students will analyze key concepts in semantic theory through a written analysis. Meets program goal of understanding basic theoretical linguistic concepts of, in this case, semantics. Meets program goal of analyzing and interpreting data to solve problems where the data is natural language and the problems are semantic problems. Meets the program goal of writing effectively as students must explicate meaning.
	Related Program Goal(s)	Program Goals 1, 2, 3
	Assessment Activity	Final Portfolio The final exam in LING 3315 will be used for this assessment
	Assessment Method	Scoring Rubric
	Benchmark	85% of students will score a 3 (proficient) on a 4 point scale. While the mean score last year was a 3.5, the assignment used for this assessment was not uniform and has been changed for the next cycle.
	Location	All graduating seniors through their final portfolio.

Process Adopted On:

Semester of Data: 2011-2012

	Frequency	Portfolios will be collected from graduating seniors every fall, spring and summer semesters.
Observations:	Data Summary:	Of 11 graduates assessed in 2011-12, the mean score for the rubric item that assesses this outcome was 3.5.
	Result:	XX <input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet
	"Responsible Authority" Analysis:	<b>Date of Analysis:</b> 5/2012 <b>Authority Responsible for Analysis:</b> The linguistics faculty member who serves on the department's assessment committee <b>Comments:</b> Students are doing better than expected on this SLO.
Analysis	Dept./ Area/ Program Faculty:	<b>Date:</b> 10/10/2012 <b>Presented to Program Faculty by:</b> The linguistics faculty member who serves on the department's assessment committee. All linguistics faculty in the Department of Writing participate in the assessment. <b>Comments:</b>
	Conclusion	XX <input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again:      ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process Change <input type="checkbox"/>
Closing the Loop Assessment Data-Driven Change		<b>Planned Implementation Date: Spring 2013</b>  The portfolio system was changed so that faculty designate which assignment in each class is to be part of the portfolio (previously the student's choice). Students were given new guidelines for collecting materials and presenting them in the portfolio.
	Acknowledgement	<Ex: Assessment Chair> _____ Date
	Acknowledgement	<Ex: COB Dean> _____ Date

Student Learning Outcomes:	Student Learning Outcome	Students will effectively write linguistics research as appropriate to the discipline.
	Related Program Goal(s)	Program Goal 3
	Assessment Activity	Final Portfolio Students will include two research projects or essays from any of the upper division linguistics classes (LING 3315, 3325, 4320, 4330, 4350, 4345, 4355, 4360, 4370)
	Assessment Method	Scoring Rubric



Process Adopted On:

Semester of Data: 2011-2012

	<b>Benchmark</b>	85% of students will score a 3.2 (proficient) on a 4 point scale. While students did well for this on our first assessment, it is yet to be determined if it is sustainable.
	<b>Location</b>	All graduating seniors through their final portfolio.
	<b>Frequency</b>	Portfolios will be collected from graduating seniors every fall, spring and summer semesters.

<b>Observations:</b>	<b>Data Summary:</b>	Of 11 graduates assessed in 2011-12, the mean score for the rubric items that assess this outcome were 3.2 (conventions), 3.1 (reflection), 3.3 (socio), 3.5 (semantics), and 3.2 (track).	
	<b>Result:</b>	XX <input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet	
	<b>Responsible Authority Analysis:</b>	<b>Date of Analysis:</b> 5/2012 <b>Authority Responsible for Analysis:</b> The linguistics faculty member who serves on the department's assessment committee. All linguistics faculty in the Department of Writing participate in the assessment. <b>Comments:</b> Students' written work exceeds expectations.	
<b>Analysis</b>	<b>Dept./ Area/ Program Faculty:</b>	<b>Date:</b> 10/10/2012 <b>Presented to Program Faculty by:</b> The linguistics faculty member who serves on the department's assessment committee <b>Comments:</b>	
	<b>Conclusion</b>	XX <input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again:      ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process Change <input type="checkbox"/>	
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date: Spring 2013</b>  The portfolio system was changed so that faculty designate which assignment in each class is to be part of the portfolio (previously the student's choice). Students were given new guidelines for collecting materials and presenting them in the portfolio.	
	<b>Acknowledgement</b>	<Ex: Assessment Chair>	Date
	<b>Acknowledgement</b>	<Ex: COB Dean>	Date

Process Adopted On:

Semester of Data: 2011-2012

<b>Observations:</b>	<b>Data Summary:</b>	Of 11 portfolios assessed in 2011-12, the mean score for the rubric item that assesses this outcome was 3.3
	<b>Result:</b>	XX <input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet
	<b>Responsible Authority Analysis:</b>	<b>Date of Analysis:</b> 5/2012 <b>Authority Responsible for Analysis:</b> The linguistics faculty member who serves on the department's assessment committee <b>Comments:</b> Only three of the portfolios included a data set, so really not indicative of performance.
<b>Analysis</b>	<b>Dept./ Area/ Program Faculty:</b>	<b>Date:</b> 10/10/2012 <b>Presented to Program Faculty by:</b> The linguistics faculty member who serves on the department's assessment committee. All linguistics faculty in the Department of Writing participate in the assessment. <b>Comments:</b>
	<b>Conclusion</b>	XX <input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process Change <input type="checkbox"/>
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date: Spring 2013</b>  The portfolio system was changed so that faculty designate which assignment in each class is to be part of the portfolio (previously the student's choice). Students were given new guidelines for collecting materials and presenting them in the portfolio.
	<b>Acknowledgement</b>	<Ex: Assessment Chair> _____ Date
	<b>Acknowledgement</b>	<Ex: COB Dean> _____ Date

<b>Student Learning Outcomes:</b>	<b>Student Learning Outcome</b>	Students will demonstrate knowledge of linguistic principles and theories and apply these in at least one subfield (historical linguistics, educational linguistics, Teaching English to Speakers of Other Languages, computer science, documenting languages, etc.). Meets program goal of understanding basic theoretical linguistic concepts of whichever subfield the students has taken courses in. Meets program goal of analyzing and interpreting data to solve problems where the data is natural language and the problems are of a particular subfield. Meets the program goal of writing effectively as students must write essays or research projects.
	<b>Related Program Goal(s)</b>	Program Goals 1,2, 3

Process Adopted On:

Semester of Data: 2011-2012

<b>Assessment Activity</b>	Final Portfolio Students will include research projects from any course taken in a linguistics subfield which includes LING 4320, 4330, 4355, 4360, 4370 or ENGL 3315, 4360, PSYC 3325, PHIL 4330, WRTG 4320 or WLAN 4315, 4325 and 4330.
<b>Assessment Method</b>	Scoring Rubric
<b>Benchmark</b>	85% of students will score a 3 (proficient) on a 4 point scale. While students did well for this on our first assessment, it is yet to be determined if it is sustainable.
<b>Location</b>	All graduating seniors through their final portfolio.
<b>Frequency</b>	Portfolios will be collected from graduating seniors every fall, spring and summer semesters.

## Criteria for Portfolio

Learning Objectives/Intended Outcomes	Mastered 4	Proficient 3	Developing 2	Beginning 1
Uses standard writing conventions	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
Analyzes experience as a Linguistics Major	Effectively and insightfully relates experiences inside and outside of the classroom to growth in understanding of language and culture.	Effectively relates experiences inside and outside of the classroom to growth in understanding of language and culture.	Relates some experiences to growth in understanding language and culture but is not particularly insightful.	Describes experience of being a linguistics major but is limited in connecting this to growth in understanding of language and culture.

## Criteria for the Core

Learning Objectives/Intended Outcomes	Mastered 4	Proficient 3	Developing 2	Beginning 1
Analyzes a phonological problem.	Solves the problem using feature theory to write rules and orders them correctly, lists correct underlying forms, and provides a detailed written analysis of the problem and relevant examples	Solves the problem using feature theory to write rules and orders them correctly, lists mostly correct underlying forms, and provides a written analysis of the problem and relevant examples	May not completely solve the problem, but uses feature theory to write rules and orders them correctly to the extent that demonstrates understanding, lists mostly correct underlying forms, and provides a written analysis of what has been attempted in solving the problem.	Attempts to solve the problem, but cannot identify underlying forms or adequately explain hypotheses tested in the attempt.
Explains key concepts in semantics through a written analysis.	Uses appropriate, relevant, and compelling content to illustrate mastery of semantic concepts, conveying the writer's understanding of semantic theory.	Uses appropriate, relevant, and compelling content to explore ideas within semantics and demonstrates understanding of semantic theory.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.

Learning Objectives/Intended Outcomes	Mastered 4	Proficient 3	Developing 2	Beginning 1
Articulates key distinctions in formal (structural) versus functional approaches to grammar and is able to perform a data-driven morpho-syntactic analysis that applies to both.	Develops a clear hypothesis, demonstrates appropriate analytical approaches to grammatical phenomena and uses concise descriptive prose to support analysis, including using correct terminology.	Develops a hypothesis, demonstrates analytical approaches to grammatical phenomena and uses descriptive prose to support analysis, including using correct terminology.	Has a hypothesis and solves the problem, but may have difficulty in articulating in prose how the problem was solved.	Clearly attempts to solve problem, but cannot articulate a hypothesis nor develop a sufficient analysis.
Demonstrate knowledge of key concepts such as community of practice, speech community, social factors that affect speech, etc. through a written analysis.	Uses appropriate, relevant, and compelling content to illustrate mastery of sociolinguistics concepts, conveying the writer's understanding of the interaction of language and culture.	Uses appropriate, relevant, and compelling content to explore ideas within sociolinguistics, conveying the writer's understanding of the interaction of language and culture.	Uses appropriate and relevant content to develop and explore sociolinguistics ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
*Demonstrates knowledge of the history of English either through problem sets demonstrating major language changes or through a written analysis of some relevant feature of English.	Analyzes evidence to reveal insightful patterns and consequences of historical change in English phonology, syntax, semantics or morphology.	Analyzes evidence to reveal important patterns and consequences of historical change in English phonology, syntax, semantics or morphology.	Examines evidence to reveal patterns of historical change but minimally demonstrates its importance	Lists evidence of patterns of historical change but offers little evidence of understanding its significance.

\*If ENGL 4360 History and Structure of the English Language was taken as part of the core (it is one of three course options); otherwise, the track SLO will be used for a Special Topics course.

## Criteria for Track One

The student will score at least an Intermediate Low on the proficiency exam in the target language (Spanish, French, German or Chinese).

## Criteria for Tracks Two, Three and Four

<b>Learning Objectives/Intended Outcomes</b>	<b>Mastered 4</b>	<b>Proficient 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>
Demonstrates knowledge of linguistic principles and theories and is able to apply them in the appropriate discipline (TESOL, computer science or sub-disciplines of linguistics)	Uses appropriate, relevant, and compelling content to illustrate mastery of linguistic principles and theories, applying these to insightfully analyze, synthesize and evaluate data.	Uses appropriate, relevant, and compelling content to explore linguistic principles and theories, applying these to analyze, synthesize and evaluate data.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.