

**Academic Program**  
**Plan for Assessment of Student Learning Outcomes**  
College of Arts and Sciences  
The University of New Mexico

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**A. College, Department and Date**

1. College: Arts and Sciences
2. Department: Linguistics
3. Date: November 30, 2016

**B. Academic Program of Study\***

B.A. Linguistics

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

Jill Morford, Chair

[morford@unm.edu](mailto:morford@unm.edu)

Dawn Nordquist, Visiting Lecturer III,  
Assessment Coordinator

[nordquis@unm.edu](mailto:nordquis@unm.edu)

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

**1. Broad Program Learning Goals for this Degree/Certificate Program**

- A. To develop awareness of the nature of language and its role in human society
- B. To develop knowledge of theories of language and how theories relate to data
- C. To develop skills in the analysis of linguistic data and to relate linguistic structures to the functions they perform

**2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program**

A.1. Students will articulate an awareness of linguistic diversity and variability within and across societies.

UNM Goals (  Knowledge  Skills  Responsibility)

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\* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

B.1 Students will describe how a linguistic theory would interpret relevant data, or how that data is problematic for the theory.

UNM Goals (  Knowledge  Skills  Responsibility)

C.1 Students will analyze data from language structures and relate it to language function.

UNM Goals (  Knowledge  Skills  Responsibility)

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

**1. Timeline for Assessment**

<b>Year/Semester</b>	<b>Assessment Activities</b>
Year 1, Fall	<p>Collect direct measures of A.1, B.1, and C.1</p> <p>Review/discuss indirect measures of A.1, B.1 and C.1 in faculty meeting from previous academic year</p> <p>Review/discuss direct measures of A.1 collected since last reporting cycle for A.1</p>
Year 1, Spring	<p>Collect direct and indirect measures of A.1, B.1, and C.1</p>
Year 2, Fall	<p>Collect direct measures of A.1, B.1, and C.1</p> <p>Review/discuss indirect measures of A.1, B.1 and C.1 in faculty meeting from previous academic year</p> <p>Review/discuss direct measures of B.1 collected since last reporting cycle for B.1</p>
Year 2, Spring	<p>Collect direct and indirect measures of A.1, B.1, and C.1</p>

Year 3, Fall	<p>Collect direct measures of A.1, B.1, and C.1</p> <p>Review/discuss indirect measures of A.1, B.1 and C.1 in faculty meeting from previous academic year</p> <p>Review/discuss direct measures of C.1 collected since last reporting cycle for C.1</p>
Year 3, Spring	Collect direct and indirect measures of A.1, B.1, and C.1

## 2. How will learning outcomes be assessed?

### A. What:

- i. A.1, B.1, C.1: Exit questionnaire to be filled out by graduating seniors (See Addenda)  
A.1, B.1, and C.1: Collection of end-of-semester work (exams/projects/research papers) in LING 412, LING 425, LING 429 and/or LING 446 (courses which are primarily taken by students close to completion of the degree program and primarily serve majors)
- ii. A.1, B.1, C.1: Exit questionnaire assessment measure is indirect  
A.1, B.1 and C.1: End-of-semester work assessment measures are direct
- iii. Success

A.1 (Indirect) We expect 75% of graduating seniors to respond that the program did a good or excellent job of teaching them to: (i) describe/identify linguistic diversity; (ii) explain the role linguistic diversity plays in human societies and language communities; and (iii) discuss linguistic diversity with non-experts (See first three items for Question 1 on exit survey in Addendum)

B.1 (Indirect) We expect 75% of graduating seniors to respond that the program did a good or excellent job of teaching them to apply linguistic theories to novel data sets. (See fourth item for Question 1 on exit survey in Addendum)

C.1 (Indirect) We expect 75% of graduating seniors to respond that the program did a good or excellent job of teaching them to analyze data in terms of form and function. (See fifth item for Question 1 on exit survey in Addendum)

A.1 (Direct): BA student work submitted as term final projects (research papers, exams, etc.) in the relevant academic year will be assessed on a 5-point rubric (see below) to assess students’ ability to articulate an awareness of linguistic diversity. The criterion for success is 75% or more of the evaluated work will be rated as a 2, 3 or 4.

Table 1: Results of Direct Measure of SLOA.1

<p>0 = Student work cannot be evaluated (e.g. student did not turn in work)</p> <p>OR</p> <p>Student is unable to articulate what linguistic variation is; is unable to provide examples of how variation operates within and across societies.</p> <p>Student performance is poor for a BA level, or the work was not completed.</p>	<p>1 = Student demonstrates some ability to articulate what linguistic variation is; or to provide examples of how variation operates within and across societies.</p> <p>Student performance is below average for a BA level.</p>	<p>2 = Student is able to articulate what linguistic variation is and how variation operates within and across societies, but some lapses exist in student ability to consistently articulate or illustrate these concepts.</p> <p>Student performance on SLO is average for a BA level.</p>	<p>3 = Student can clearly and accurately articulate what linguistic variation is (with relevant examples) and can clearly and accurately explain how variation operates within and across societies (with possibly some minor lapses in understanding).</p> <p>Student performance on SLO is good for a BA level.</p>	<p>4 = Student excels at articulating a sensitivity to and appreciation of linguistic variation and in providing examples of how variation operates within and across societies</p> <p>Student performance on SLO is superior for BA level</p>
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B.1 (Direct): BA student work submitted as term final projects (research papers, exams, etc.) in the relevant academic year will be assessed on a 5-point rubric (see below) to assess students' ability to articulate an awareness of linguistic diversity. The criterion for success is 75% or more of the evaluated work will be rated as a 2, 3 or 4.

Table 2: Results of Direct Measure of SLOB.1

<p>0 = Student work cannot be evaluated (e.g. student did not turn in work)</p> <p>OR</p> <p>Student is unable to describe how a linguistic theory would interpret relevant data or how that data is problematic for a given theory</p> <p>Student performance is poor for a BA level, or the work was not completed.</p>	<p>1 = Student demonstrates some ability to describe how a linguistic theory would interpret relevant data or how that data is problematic for a given theory</p> <p>Student performance is below average for a BA level.</p>	<p>2 = Student is able to describe how a linguistic theory would interpret relevant data or how that data is problematic for a given theory, but some lapses exist in student ability to consistently describe theoretical interpretations of the data.</p> <p>Student performance on SLO is average for a BA level.</p>	<p>3 = Student can clearly and accurately describe how a linguistic theory would interpret relevant data or how that data is problematic for a given theory (with possibly some minor lapses in understanding).</p> <p>Student performance on SLO is good for a BA level.</p>	<p>4 = Student excels at describing how a linguistic theory would interpret relevant data or how that data is problematic for a given theory</p> <p>Student performance on SLO is superior for BA level</p>
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C.1 (Direct): BA student work submitted as term final projects (research papers, exams, etc.) in the relevant academic year will be assessed on a 5-point rubric (see below) to assess students' ability to articulate an awareness of linguistic diversity. The criterion for success is 75% or more of the evaluated work will be rated as a 2, 3 or 4.

Table 1: Results of Direct Measure of SLOC.1

<p>0 = Student work cannot be evaluated (e.g. student did not turn in work)</p> <p>OR</p> <p>Student is unable to analyze language structures and relate the analysis to language functions</p> <p>Student performance is poor for a BA level, or the work was not completed.</p>	<p>1 = Student demonstrates some ability to analyze language structures and relate the analysis to language functions</p> <p>Student performance is below average for a BA level.</p>	<p>2 = Student is able to analyze language structures and relate the analysis to language functions, but some lapses exist in student ability to consistently analyze the data in light of language function.</p> <p>Student performance on SLO is average for a BA level.</p>	<p>3 = Student can clearly and accurately analyze language structures and relate the analysis to language functions (with possibly some minor lapses in understanding).</p> <p>Student performance on SLO is good for a BA level.</p>	<p>4 = Student excels at analyzing language structures and relating the analysis to language functions</p> <p>Student performance on SLO is superior for BA level</p>
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B. Who:

Exit surveys of Linguistics BA graduates will be a sample of all graduating students in the program in a given year. This exit survey is administered every semester, as opposed to every third year of an assessment cycle. Therefore, all program students will eventually have the opportunity to participate in the indirect measure.

Faculty assessment of student performance on end-of-semester work will use all available student data for the relevant courses in the relevant semester/year for the SLO being assessed. This will, by necessity, result in a sample of all students in the program because of variance in individual progress through the program.

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

1. *Who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*

The assessment coordinator and the relevant faculty for the courses that are most closely aligned with the particular SLO to be measured will work together to gather evidence in the appropriate semester (based on timeline for assessment in this plan). The data will be organized by the assessment coordinator and will be presented during a faculty meeting in the following semester.

2. *What is the process for consideration of the implications of assessment for change:*
  - a. *to assessment mechanisms themselves,*
  - b. *to curriculum design,*
  - c. *to pedagogy**...in the interest of improving student learning.*

The faculty as a whole will discuss the assessment data in the following semester after which it was collected. 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 to improve student learning. 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 following semester. 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 that academic year.

*3. How, when, and to whom will recommendations be communicated?*

Review of assessment data is scheduled for the semester after collection during one or more faculty meetings, as necessary. Recommendations to come out of faculty meetings will be communicated to faculty and will be recorded in meeting minutes.



Addenda

Exit Survey for Graduating Linguistics Majors

Dear Graduating Linguistics Major,

In our ongoing efforts to improve the Linguistics Major, we ask every graduating class to tell us how we did and what we could do better. We value what you have to say and appreciate you taking between 5 minutes and 15 minutes to answer the questions on this survey. The survey is anonymous and will not link your name to your responses.

We thank you, in advance, for your time, effort and ideas!

Sincerely,  
Dawn

Dawn Nordquist, Visiting Lecturer III and Assessment Coordinator, Department of Linguistics  
University of New Mexico 277-6353 [nordquis@unm.edu](mailto:nordquis@unm.edu)

1. Please rate how well you think the UNM Linguistics program has prepared you to be able to do each of the following:

Describe/identify linguistic diversity (A1)	Poor	Fair	Good	Excellent
Explain the role linguistic diversity plays in human societies and language communities (A1)	Poor	Fair	Good	Excellent
Discuss linguistic diversity with non-experts (A1)	Poor	Fair	Good	Excellent
Apply linguistic theories to novel data sets (B1)	Poor	Fair	Good	Excellent
Analyze language data in terms of form and function (C1)	Poor	Fair	Good	Excellent

2. What do you plan on doing after graduation? You may select more than one:

- Work at a job I currently hold
- Work at a new job related to my Linguistics degree (please specify)
- Look for a job related to my Linguistics degree (please specify)
- Pursue a MA in Linguistics
- Pursue a PhD in Linguistics
- Pursue graduate work in another field
- Other: Please specify

3. Is there anything that we're doing particularly well in the program?

4. Is there anything you feel we should be doing differently in how we teach Linguistic theories and analysis?