Assessment of Student Learning Plan (ASLP): Linguistics Program

2014-15 Academic Year

A. College, Department/Program, Date

College   CSTH
Department/Program   Linguistics
Date   5/27/15

B. Contact Person for the Assessment Plan

Name and title   Dana McDaniel, Chair and Professor of Linguistics

C. Degree Program

Name of Degree Program Linguistics B.A. (including general linguistics and concentrations in ASL/English Interpreting, and Speech and Language Science)

D. Assessment of Student Learning in Your Program

Step 1: Identify Student Learning Outcomes (What are students able to do by the end of your program?)

   a. *List 3-5 of the most important student learning outcomes for your program.*
   b. *Then, identify which student learning outcomes were assessed this past academic year. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).)*

a.

   1. Students will be able to explain in broad outline the research process in linguistics and allied disciplines (e.g., cognitive science, neurolinguistics, etc.), especially with respect to quantitative and experimental studies. They have an appreciation of the role of empirical work in testing theoretical claims and some familiarity with the variety of methods and procedures available.

2. Students (in the ASL/English Interpreting Concentration) will be able to work within the Integrated Model of Interpreting and demonstrate metacognitive skills talking about the interpreting process.

3. Students (in the ASL/English Interpreting Concentration and other students doing the Deaf Studies minor) will have achieved advanced proficiency in American Sign Language including basic interpersonal communication proficiency (BICS) and cognitive academic language proficiency (CALP).

b.   All of the above.

Step 2: How and When were the Learning Outcomes assessed?

    a. *Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students' accomplishment of the learning outcomes selected.*

    b. *Briefly describe when and how you implemented the assessment activity.*

The numbering corresponds to the above list (D/Step 1/(a)). These are combined responses to (c) and (d) above.

1. We assess this outcome at the end of every spring semester with the students in the 400-level psycholinguistics course, usually LIN 422 (A Cognitive Perspective on Syntax). The final project for this course is a poster assignment that involves studying and presenting a method used in psycholinguistic research. All of the students in the course and all the Department faculty attend the poster session. (In addition, all linguistics majors are invited.) The faculty as a team evaluates each student's poster and discusses Outcome (1).

2. At the completion of their intermediate ASL courses (at the end of every semester), students must compile portfolio evidence of their competencies in ASL as well as English. This is updated for every subsequent ASL and interpreting course from this point on, culminating in a final comprehensive portfolio, submitted at the end of their practicum capstone course, LIN 435.

3. In addition to course requirements and grading, all students are assessed by an external examiner on the American Sign Language Assessment (ASLA; or alternatively, the American Sign Language Proficiency Interview, ASLPI) prior to admission into 400-level ASL courses (before the beginning of the Fall semester). They must receive a score of 2 or higher. In addition, students in the ASL/English Interpreting Concentration must receive a score of 3 or higher to be admitted into the interpreting practicum, LIN 435 (offered every Spring semester).

Step 3: Process of Using the Assessment results to Improve Student Learning

      a. *Briefly describe your unit's process of reviewing the program assessment results, and how you expect to improve student learning.*

      The numbering corresponds to the above list (D/Step 1/(a)).

1. Our discussions of Outcome (1) and its assessment have led to modifications in the two courses that are prerequisites to the 400-level psycholinguistics courses: LIN 185 (Language, Mind, and Society: An Introduction to Linguistics) and LIN 313 (Syntax), as well as modifications in LIN 422 itself. Last year, for example, we revised the reading in several of the LIN 185 units to emphasize the use of the scientific process in linguistics, we added an assignment to LIN 313 that helped students see the distinction between language knowledge and language processes, and we added some materials to the introductory units of LIN 422. The curriculum in the advanced research methods course (Introduction to Language Research, LIN 490), taken by students in the ASL/Interpreting Concentration pursuing Honors in Linguistics, as well as all students in the general linguistics major and the Speech and Language Science Concentration, is being revised to intensify student engagement with quantitative methods by infusing hands-on work with the statistical scripting language R throughout the course. This will involve work in experiment design, materials construction, online experiment delivery/execution, as well as data processing, statistical analysis, and graphing.

2. Review of student portfolios at the end of each student's career is used to assess achievement of ASL and interpreting skills, as well as progress toward national credentialing. On the basis of the findings from those reviews, we have made curricular changes in the content of our intermediate interpreting courses. Over the past two years, for example, we have revised the reading requirements in our intermediate interpreting courses (LIN 332, 333, 334) to include texts focusing upon both team interpreting and Demand-Control Schema.

3. The external ASL testing functions as a check on our own curriculum and language assessment procedures. Based on the results of this testing, we have revised earlier ASL language and interpreting courses to strengthen students' skills in certain areas and to bring our program in synch with other programs in our region and throughout the country.

E. **Other Course Assessment Activities:**

   If your department/program is unable to complete any of the above steps, are you able to report any assessment-related activities at the Course-Level; for example: created grading rubrics to use in required courses, examined student progress in an entry-level course, developed a new course, redesigned a course to include community-based learning, etc.

F. **Are there "community engagement" activities integrated in your departmental curriculum?**

   a. *Please indicate which of the components, listed below, are <u>included</u> in your program's curriculum, and then indicate if the activities are <u>required or optional</u> for students in your major.*

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>
Student Research (related to a community-based problem)	<u>Y</u>	O
Student-Faculty Community Research Project	<u>Y</u>	O
Internship, or a Field Experience	<u>Y</u>	R
Independent Study (community-related project)	<u>Y</u>	O
Capstone Course (community-related project)	<u>Y</u>	R
Service-Learning (a component of a course)	<u>Y</u>	R
Study Abroad, or an International Program	<u>Y</u>	O
Interdisciplinary Collaborative Project (community related)	<u>Y</u>	O
Student Leadership Activities (related to a team project)	<u>Y</u>	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	<u>Y</u>	O

   Other Activities (not mentioned above):

   b. *Please list the courses (i.e. EDU 400) that have a "community engagement" activity in your program:*
   Entry-level courses: LIN 185, ASL 101, ASL 102
   Mid-level courses: , LIN 203, LIN 331, ASL 201, 202
   Upper-level courses: LIN 434, 435, ASL 401, 402