

STUDENT OUTCOMES ASSESSMENT PLAN (SOAP)

I. Mission Statement

[CTRL + CLICK TO VIEW EXAMPLE](#)

The Department of Linguistics offers a Bachelor of Arts degree with options in Computational Linguistics, General Linguistics, Interdisciplinary Language Studies, and Teaching English as a Second Language (TESL); several undergraduate minors; a Graduate Certificate in Teaching English to Speakers of other Languages (TESL); and a Master of Arts degree in Linguistics, with an option in TESL. Toward these ends the Linguistics Department is dedicated to providing students in these programs with the highest level of educational experience possible.

Both our undergraduate and graduate programs aim to develop intellectual skills that are essential to professional careers or advanced degrees. Our courses provide students with analytical tools that can be applied to virtually any subject. They also help enhance critical thinking, satisfy broad intellectual interest, and enrich personal knowledge.

In addition, the Department, through its General Education and service courses, provides a rich resource of information and knowledge about all aspects of language for students in many other disciplines, as well as for the university and the greater community.

[Guide: The mission statement gives a general direction for teaching and learning. The mission statement for a program should be in keeping with the mission of the university while addressing the needs of the program. Each of the mission statements should address the long term needs of the program.]

II. Goals and Student Learning Outcomes

[CTRL + CLICK TO VIEW EXAMPLE](#)

Note: There are no set number of goals and outcomes. You may indicate as little or as many goals and outcomes as needed. The outline below only serves as a formatting guide.

A. **How language works.**

1. Analyze phonological data.
2. Analyze morphological data.
3. Demonstrate knowledge of sentence patterns (syntax) and how to analyze syntactic data.
4. Analyze historical linguistic data.
5. Use the International Phonetic Alphabet to transcribe language, and make basic acoustic measurements of speech.
6. Demonstrate knowledge of English grammar (phonology, morphology and syntax) and how it has changed over time.

B. **How language is acquired and taught.**

7. Describe what is known about how language is acquired.
8. Describe what is known about how language is processed by the brain.
9. Describe current best practices for teaching a second language.
10. Analyze and design lesson plans and mini-units that focus on language skills (listening, speaking, reading, or writing) or integrated skills, to facilitate achieving communicative competence in ESL/EFL.

C. **How language is used in its cultural and social setting.**

11. Discuss language variation in its natural setting.
12. Demonstrate an understanding of how language and society interact.

[Guide: Goals are general statements supporting the mission but are specific to a discipline. These statements give specificity to a program and serve as a guide to long-term directions for student learning. The major distinction between goals and objectives is the non-behavioral nature of goals. Goals may contain student learning outcomes such as appreciate, understand, and value. These are all worthy aspirations but cannot be measured directly.]

III Curriculum Map (Matrix of Courses X Learning Outcomes)

[CTRL + CLICK TO VIEW EXAMPLE](#)

| | L100 | L146 | L151 | L139 | L142 | L143 | L145 |
|-----------|------|------|------|------|------|------|------|
| Outcome 1 | I | | M | | M | | M |
| Outcome 2 | I | | M | | M | | M |
| Outcome 3 | I | | M | | | M | |
| Outcome 4 | I | | | | | | M |
| Outcome 5 | I | | M | M | | | |
| Outcome 6 | I | M | | | | | |

| | L100 | L132 | L141 | L165 | L155 | L171 | L148 |
|------------|------|------|------|------|------|------|------|
| Outcome 7 | | | M | M | M | | |
| Outcome 8 | I | M | | M | | | |
| Outcome 9 | | | M | | M | M | |
| Outcome 10 | | | | | | M | |
| Outcome 11 | | | | | | | M |
| Outcome 12 | | | | | | | M |

Key: I = Introductory Level, M = Intermediate Level; A = Advanced Level

Note that our GE courses each have specific outcomes, and moreover, each GE course has the GE outcomes specified for its area (IC, ID), so they are not included in the Linguistics curriculum outcomes.

IV Assessment Methods

[CTRL + CLICK TO VIEW EXAMPLE](#)

Direct Measures

Exam A1: Midterm and Final examinations for Ling 100, 139, 142, and 143 will be looked at and compared to see how students are achieving the pertaining outcomes (see curriculum map).

Exam A2: Midterm and Final examinations for Ling 145, 146 and 151 will be studied to see how students are achieving the pertaining outcomes (see curriculum map).

Exam B: Midterm and Final examinations for Ling 141, 155, and 165 will be looked at and compared to see how students are achieving the Goal 2 outcomes (see curriculum map).

Exam C: Midterm and Final examinations for Ling 148 will be looked at and compared to see how students are achieving Goal 3 outcomes (see curriculum map).

Project A: Students' term papers in Ling 139, 142, and 143 will be studied.

Project B: Students' term papers or mini-units in Ling 141, 165 and 171 will be studied.

Project C: Students' term papers in Ling 148 will be studied.

Exam GE: Students' exams in a selected GE course from the Linguistics department offerings will be studied.

Project GE: Students' term projects in a selected GE course from the Linguistics department offerings will be studied.

Indirect Measures

Our experience with student and alumni surveys as indirect measures has led us to believe that they are not useful in our assessment plan. As result, we are not planning to employ any surveys in our assessment.

[Guide: In contrast to indirect measures such as opinion surveys and instruments that gather self-reports and/or third-party reports of student knowledge, direct measures of student learning are generated when students are evaluated in their performance of a stated objective. To obtain a direct measure of student learning, systematically gather data across student performances using scores on standardized or locally prepared examinations or activities, or scoring rubrics for performances, projects, theses, etc. If you choose to base your assessment in part on culminating experiences or portfolios be explicit in explaining how the products of these activities will be analyzed.]

V. Timeline for Implementation of Assessment Methods and Summary Evaluation

[CTRL + CLICK TO VIEW EXAMPLE](#)

AY 2014-15 – Exam A1

AY 2015-16 – Exam A2

AY 2016-17 – Exam B

AY 2017-18 – Project A

AY 2018-19 – Project C

[Guide: SOAPs should include a simple, concise timeline that states when each assessment technique will be carried out. Be specific about the year. Rather than Year 1, Year 2, use AY 2008-09, AY 2009-10, etc.]

VI. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

[CTRL + CLICK TO VIEW EXAMPLE](#)

Many courses are measured by various outcomes assessment procedures detailed above. Instructors for the affected classes will meet and discuss student outcomes and how to improve them where needed.

[Guide: Closing the loop refers to using the findings for improvement of curricula, instruction or programs. This is the reason for doing assessment. Without it, the preceding steps are meaningless. How findings were used to draw conclusions and/or make change must be documented, although that documentation does not need to be extensive.]