

STUDENT OUTCOMES ASSESSMENT PLAN (SOAP)

I. Mission Statement

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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); undergraduate minors in Linguistics, English as a Second Language, and Japanese; a single subject preparation in English/ESL; 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

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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. Demonstrate knowledge of how sound patterns (phonology) work and how to analyze phonological data.
2. Demonstrate knowledge of word structure (morphology) and how to analyze morphological data.
3. Demonstrate knowledge of sentence patterns (syntax) and how to analyze syntactic data.
4. Demonstrate basic knowledge of language change and language prehistory (historical linguistics) and ability to analyze historical linguistic data.

5. Demonstrate basic knowledge of phonetics.
6. Demonstrate basic knowledge of the semantic and pragmatic properties of languages.
7. Demonstrate knowledge of English grammar (phonology, morphology and syntax) and how it has changed over time.

B. How language is acquired and taught.

8. Demonstrate an understanding of how language is acquired.
9. Demonstrate an understanding of how language is processed by the brain.

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

10. Demonstrate an understanding of language variation.
11. Demonstrate an understanding of how language, culture, 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)

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	L100	L134	L138	L139	L142	L143	L145
Outcome 1					M		M
Outcome 2	I				M		M
Outcome 3	I					M	
Outcome 4	I						M
Outcome 5	I			M			
Outcome 6	I						
Outcome 7		M	M				

	L100	L132	L141	L165
Outcome 8			M	M
Outcome 9	I	M		

	L100	L120	L130	L147	L148
Outcome 10	I				M
Outcome 11		M	M	M	M

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

[Guide: A curriculum map is an organizational tool to plot student progress in attaining the objectives for a program. A course-by-objective curriculum map should make clear where in the program students are introduced, reinforced, emphasized, and mastered the stated learning objectives. In addition to courses, other required activities such as projects and major papers required for progress in the program could be included in the curriculum map. This map should be used to identify points in the program where direct measurements of student learning can be made.]

IV Assessment Methods

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Direct Measures (at least three)

ExamA: Midterm and Final examinations for Ling 100, 139, 142, and 143 will be looked at and compared to see how students are doing in achieving Goal 1, objectives 1, 2, 3, 5.

ExamB: Midterm and Final examinations for Ling 141 and 165 will be looked at and compared to see how students are doing in achieving Goal 2, objective 8.

ExamC: Midterm and Final examinations for Ling 100 and 148 will be looked at and compared to see how students are doing in achieving Goal 3, objectives 10-11.

ProjA: Students term papers in Ling 139, 142, and 143 will be looked at and compared to see how students are doing in achieving Goal 1, objectives 1, 2, 3, 5.

ProjB: Students term papers in Ling 141 and 165 will be looked at and compared to see how students are doing in achieving Goal 2, objective 8.

ProjC: Students term papers in Ling 148 will be looked at and compared to see how students are doing in achieving Goal 3, objectives 10-11.

Indirect Measures (*Alumni Survey is required*)

Exit Survey: Our department recognizes that students these days work better with the world-wide web than with the stylus and clay tablets that faculty and administration are accustomed to. In response to changing technology, we have developed and posted on-line an Exit Survey that graduating students take electronically. It can be viewed at <http://www.questionpro.com/akira/TakeSurvey?id=1265543>. It uses no paper or postage, its results are tabulated automatically, and it is easily accessible to anyone with access to the internet. Beginning Spring 09 we are sending this out at the end of every academic year. Discussion of results will be done in the first faculty meeting Fall 09. Here is a compressed sample of what the results look like, from the Spring 2009 survey:



Alumni Survey: Beginning Spring 02 we are sending out the same survey to alumni at the end of each academic year.

[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. Student Learning Outcomes X Assessment Methods Matrix

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Enter Assessment Methods Matrix/Table

[Guide: SOAPs should include a matrix that shows linkages between outcomes and the methods designed to measure performance on those outcomes.]

VI. Timeline for Implementation of Assessment Methods and Summary Evaluation

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Year 2009 to 2010

Method 1. Exam A

Method 2. Exit Survey

Method 3. Alumni Survey

Year 2010 to 2011

Method 1. Project A

Method 2. Exit Survey

Method 3. Alumni Survey

Year 2011 to 2012

Method 1. Exam B

Method 2. Exit Survey

Method 3. Alumni Survey

Year 2012 to 2013

Method 1. Project B

Method 2. Project C

Method 3. Exit Survey

Method 4. Alumni Survey

Year 2013 to 2014

Method 1. Exam C

Method 2. Exit Survey

Method 3. Alumni Survey

[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.]

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

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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.

Discussion of survey results will be done in the first faculty meeting of the Fall semester each year, with possible warranted curriculum changes brought up for consideration in response to the surveys.

[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.]