**Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-2021 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department’s choice) even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Linguistics Degree: BA

Assessment Coordinator: Michael Shepherd

1. Please list the learning outcomes you assessed this year.

Goal 3: Understand how language is used in its cultural and social setting

Outcome 3.1 Discuss language variation in its natural setting.

Outcome 3.2 Demonstrate an understanding of how language and society interact.

1. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

Outcome 3.1

The assignment used was a problem set in which students in LING 100 (Introduction to Linguistics) used linguistic principles to analyze the syllable structure of a Hmong poem (see Appendix A). The students’ analyses were evaluated based on the following rubric:

10 - 9 = able to answer all parts of the at a high level  
8 - 7 = able to answer most of the adequately  
6 and below = unable to adequately answer the question

Outcome 3.2

The assignment used was a midterm exam from LING 148 (Sociolinguistics) consisting of 30 true/false questions (see Appendix B). Each correct response is worth 4 points (for a maximum of 120), and a student’s score on the exam is the sum of their points earned.

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient. Also indicate your benchmark (e.g. 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.

Our analyses indicate that both Ling 100 and Ling 148 are meeting our benchmarks for Outcomes 3.1 and 3.2, respectively.

Outcome 3.1

A total of 34 students in Ling 100 were evaluated, 28 (82.3%) of whom were designated as proficient. Our benchmark is that at least 80% of students will be designated as proficient. Thus, Ling 100 met the benchmark.

Outcome 3.2

A total of 26 students in Ling 148 were evaluated, 24 (92.3%) of whom were designated as proficient. Our benchmark is that at least 80% of students will be designated as proficient. Thus, Ling 148 met the benchmark.

1. What changes, if any, do you recommend based on the assessment data?

No changes are recommended.

1. If you recommended any changes in your response to 4 in your 2018-19 assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

N/A

1. What assessment activities will you be conducting during AY 2021-22?

We will be starting a new 5-year assessment cycle during which we will evaluate all 12 of our student learning outcomes. In AY 2021-22, specifically, we will assess the first three outcomes under Goal 1 (Understand how language works), namely:

Outcome 1.1 Analyze phonological data.

Outcome 1.2 Analyze morphological data.

Outcome 1.3 Demonstrate knowledge of sentence patterns (syntax) and how to analyze syntactic data.

1. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

As far as I know, no major issues were identified during our last Program Review.

Appendix A – Problem Set from Ling 100



Appendix B – Midterm Exam from Ling 148

1. When a dialect changes toward the standard, women tend to lead the change, and when a dialect changes away from the standard, women also tend to lead the change.

2. According to the difference model, gender differences in language reflect the unequal status of men and women in society.

3. Variationist sociolinguistics looks at the effects of region, age, gender, among other things, whereas ethnographic sociolinguistics focuses on the effects of ethnicity.

4. According to the apparent time hypothesis, speakers' language can change a lot during their lifetimes -- as they grow up and enter the workforce and later when they retire -- and we can study these changes by examining the language of a group of speakers at multiple points in time.

5. A White teenager from the suburbs using African American English is an example of "crossing."

6. There can be variation without change, but there cannot be change without variation.

7. The existence of ethnic dialects of English in the U.S. is due to the influence of different ancestral languages and a history of segregation, as well as speakers' desire to mark their ethnic identity.

8. According to the difference model, gender differences in language reflect the different cultures in which men and women grow up.

9. When a dialect changes toward the standard, women tend to lead the change, but when a dialect changes away from the standard, men tend to lead the change.

10. When a particular variant is more frequent in the English of younger members of a particular sociocultural group than in the English of older members of the same group, we're seeing what's known as age grading.

11. Speaking Spanish, code-switching between Spanish and English, and speaking Chicano English are all ways in which U.S. Latinos can mark their ethnic identities.

12. Children in Western industrialized societies tend to play in same-sex groups, whereas children in Malagasy society tend to play in mixed-sex groups.

13. Variationist sociolinguistics relates language variation to established sociocultural categories, whereas ethnographic sociolinguistics aims to learn which categories are relevant to different speakers.

14. A major challenge in completing a trend study is tracking down the same speakers from the original sample for the follow-up studies.

15. Style in sociolinguistics refers to within-speaker variation.

16. According to the dominance model, gender differences in language reflect the different cultures in which men and women grow up.

17. The dialects of English spoken by White Americans tend to be more correct than other varieties.

18. There cannot be variation without change, and there cannot be change without variation.

19. According to the apparent time hypothesis, speakers' language does not change much during their lifetimes, so we can see language change in progress by comparing the language of older and younger speakers at a single point in time.

20. A given linguistic form can perform more than one function, but a given function can only be performed by one linguistic form.

21. Most dialects of English spoken by White Americans are regarded as examples of "Standard English."

22. A given linguistic form can perform more than one function, and a given function can be performed by more than one linguistic form.

23. A major challenge in completing a panel study is tracking down the same speakers from the original sample for the follow-up studies.

24. Style in sociolinguistics refers to covert prestige, since speakers with more linguistic style tend to be perceived as more "cool."

25. The mystery of why a linguistic change happens at a particular moment in history, rather than earlier or later, is known as the embedding problem.

26. The mystery of why a linguistic change happens at a particular moment in history, rather than earlier or later, is known as the actuation problem.

27. When a particular variant is more frequent in the English of younger members of a particular sociocultural group than in the English of older members of the same group, it's either change in progress or age grading, but we can't know which one without further research.

28. Women in Western industrialized societies tend to use less direct language than men, whereas women in Malagasy society tend to use more direct language than men.

29. There cannot be variation without change, but there can be change without variation.

30. Style in sociolinguistics refers to between-speaker variation.