

M.A. in Linguistics Academic Assessment Plan 2012-2013

College of Liberal Arts and Sciences
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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for M.A. in Linguistics

College of Liberal Arts and Sciences

A. Mission

The mission of the Linguistics Department is to

- ❖ Foster multidisciplinary approaches to uncovering the complexities of human languages and their interconnections with human life.
- ❖ Pursue systematic investigation of language through innovative research by faculty and students and through effective and engaging teaching at all levels.
- ❖ Apply the knowledge gained in coursework and research to help document endangered languages, improve language pedagogy around the world, and train the next generation.

The department's mission supports the university's three-fold mission of teaching, research, and service. The department has a research-centered focus and encourages both faculty and students in the publication of new knowledge about all facets of human language. The wide range of languages investigated by our faculty contributes to the university's commitment to the traditions and cultures of *all* societies and language communities. This commitment trains students who have the multi-cultural skills valued by the university. Further, the diverse theoretical and multidisciplinary approaches to language in the department contribute to "the full exploration of intellectual boundaries". We approach the complexities of language from numerous vantage points, allowing our students to see the insights that each offers. Linguistics has a unique interdisciplinary status in the humanities and social sciences given the centrality of language in nearly all aspects of human behavior. This contributes to CLAS's mission of being the intellectual core of the university. Our pedagogical mission supports those of the university and the college. Linguistics rewards quality teaching and counts a number of Teaching Award winners and an Academy of Teaching Scholars member among its faculty. Finally, the department's mission dovetails with the university's goal of using research results to benefit the public. We document languages that are disappearing at an alarming rate and conduct research aimed at understanding how people learn language. The latter has the direct consequence of increasing the effectiveness of foreign language instruction worldwide.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Student defines, describes, and uses terminology and basic concept from the core areas of linguistics	Students must pass C OMPREHENSIVE EXAMINATIONS in the core area of linguistics that are graded by a faculty committee using a common rubric.	Campus

Skills	Student critically analyzes and interprets language-related data and theories	MA students must pass a FINAL EXAM. The exam is pass/fail, determined by the supervisory committee.	Campus
Professional Behavior	Student engages in ethical human data collection, appropriate professional conduct, and ethical academic writing practices (as established by Linguistic Society of America Ethics Statement)	Students submit an ANNUAL REPORT documenting their achievements during the year. Reports are reviewed for professional involvement, participation in department and college activities, and appropriate research methods. The review findings are communicated to the student in an annual letter of evaluation.	Campus

C. Research

The linguistics department offers both thesis MA and non-thesis MA degrees. Students pursuing a non-thesis degree are not required to conduct original research, they are only required to show competence in a particular subfield of linguistics, as determined by their supervisory committee. Students pursuing a thesis MA are expected to develop and carry out an original research project under the supervision of a supervisory committee. The committee is chosen by the student, in consultation with a committee chair, and is based on the student's research interests. The culmination of the project is a thesis, which must be orally defended in a final exam.

D. Assessment Timeline

Use this Assessment Timeline template for your plan. Add or delete rows and columns to accommodate your SLOs and assessments.

Program M.A. in Linguistics

College of Liberal Arts and Sciences

Assessment	Assessment 1
SLOs	
Knowledge	
defines, describes, and uses terminology and basic concepts	comprehensive exams
Skills	
critically analyzes and interprets language-related data and theories	final exam
Professional Behavior	
engages in ethical data collection, professional conduct, and ethical writing skills	annual report

E. Assessment Cycle

Assessment Cycle for:

Program M.A. in Linguistics College of Liberal Arts and Sciences

Analysis and Interpretation: April - June

Program Modifications: Completed by August 31

Dissemination: Completed by October 31

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
defines, describes, and uses terminology and basic concepts				x	x	x	x
Skills							
critically analyzes and interprets language-related data and theories				x		x	
Professional Behavior							
engages in ethical data collection, professional conduct, and ethical writing skills				x	x	x	x

Note: Data collection for these assessments will begin in the 2012-13 academic year. We did not collect data in prior years.

F. Measurement Tools

Knowledge SLOs are measured using the midterm and final exam grades in the required core courses and the comprehensive examinations, a set of three written exams in the core areas of linguistics. The exams are graded on a High Pass/Pass/Low Pass/Fail scale using a rubric which defines minimum performance for each score (see Appendix A).

Skill SLOs are measured using the MA final exam, which is pass/fail. Assessment is done by the student's supervisory committee.

Behavior SLOs are measured by the annual report, a self-report from MA students regarding their achievements during the previous year. We measure the presence or absence of i) professional involvement such as presentation(s) at conferences, ii) participation in college and departmental activities, and iii) appropriate use of IRB approvals and other research protocols.

G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Eric Potsdam	Linguistics Graduate Coordinator	potsdam@ufl.edu	294-7456
Fiona McLaughlin	Linguistics Chair	fmcl@ufl.edu	

Appendix A. Comprehensive Examination Rubric

Rubric for Use on the Linguistics Comprehensive Examinations

The Linguistics Comprehensive Examinations are graded using the scale High Pass, Pass, Low Pass, and Fail. The following criteria are used to evaluate the answers:

- a. Shows correct use of terminology in discussion linguistic data
- b. Formulates accurate linguistic generalizations based on language data
- c. Shows appropriate use of linguistic formalism to express generalizations
- d. Uses logical reasoning and methods to arrive at correct solution
- e. Presents arguments and analyses in a coherent way

Grades are determined in the following manner:

- High Pass: 5 out of 5 criteria met
- Pass: 4 out of 5 criteria met
- Low Pass: 3 out of 5 criteria met
- Fail: Fewer than 3 criteria met

Rubric approved by Linguistics Faculty member vote on 02/15/2013

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				