

Ph.D. 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*

Table of Contents

Academic Assessment Plan for Ph.D. in Linguistics	3
A. Mission	3
B. Student Learning Outcomes and Assessment Measures	3
C. Research	4
D. Assessment Timeline	5
E. Assessment Cycle	5
F. Measurement Tools	6
G. Assessment Oversight	6
Appendix A. PhD in Linguistics Qualifying Exam Rubric	7
Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric	8
University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued....	9

Academic Assessment Plan for Ph.D. 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 COMPREHENSIVE 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	PhD students must pass a QUALIFYING EXAM which evaluates their understanding of the core issues in the proposed area of specialization. The qualifying exam is pass/fail and requires satisfactory demonstration of at least four out of six skills on the evaluation rubric.	Campus
Skills	Student designs and conducts a language-related program of inquiry producing original research	PhD candidates must complete a DISSERTATION on a topic of student's choosing and defend it in a FINAL ORAL EXAM before the supervisory committee members.	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

All PhD students are expected to develop and carry out an original research project under the supervision of a PhD 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 dissertation. The project minimally consists of the following steps, which guide the student through the process of formulating and carrying out a substantive research project:

- qualifying exam
- dissertation proposal
- oral final exam
- a dissertation submitted to the graduate school

PhD students are expected to present at least one paper at an academic conference during their degree program. Expectations are typically higher for those seeking an academic position.

D. Assessment Timeline

Program Ph.D. in Linguistics

College of Liberal Arts and Sciences

Assessment	Assessment 1	Assessment 2
SLOs		
Knowledge		
defines, describes, and uses terminology and basic concepts	comprehensive exams	
Skills		
critically analyzes and interprets language-related data and theories	qualifying exam	
designs and conducts a language-related program of inquiry	dissertation	final exam
Professional Behavior		
engages in ethical data collection, professional conduct, and ethical writing skills	annual report	

E. Assessment Cycle

Assessment Cycle for:

Program Ph.D. in Linguistics College of Liberal Arts and Sciences

Analysis and Interpretation:

April - June

Program Modifications:

Completed by August 31

Dissemination:

Completed by October 31

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

Skill SLOs are measured using the PhD qualifying exam, final exam, and dissertation. The qualifying exam is pass/fail and is evaluated using the rubric in Appendix A. Students must satisfy four of the six criteria on the rubric in order to pass. The final exam and dissertation are measured with pass, conditional pass, needs more coursework or training, and not permitted to continue. Assessment is done by the student's dissertation committee.

Behavior SLOs are measured by the annual report, a self-report from PhD 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. PhD in Linguistics Qualifying Exam Rubric

Rubric for Use in Qualifying Examinations for the PhD in Linguistics

Name of candidate: _____

Criteria	Unsatisfactory	Satisfactory
1. Problem Definition: Delineates the area of proposed research		
2. Literature: Demonstrates sound knowledge of the research area and its literature		
3. Quality of Oral Communication: Communicates linguistic ideas clearly and professionally in oral form		
4. Quality of Written Communication: Communicates linguistic ideas clearly and professionally in written form		
5. Prepared for research: Demonstrates capability for independent research in the area of study, preparedness in core disciplines relevant to research, and ability to complete research in proposed area		
6. Context: Places the proposed research area into a larger context and, where appropriate, discusses potential applications		

Pass



Fail



Passing is by approval of the Supervisory Committee and requires at least four of the six criteria are met satisfactorily. The committee is encouraged to recommend ways for the candidate to improve those areas needing attention.

Committee Chair: _____ Signature: _____

Committee Member: _____ Signature: _____

Committee Member: _____ Signature: _____

Committee Member: _____ Signature: _____

Committee Member: _____ Signature: _____

Date: _____

Rubric approved by Linguistics Faculty member vote on 02/07/13

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				