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| **California State University, Fresno****College of Arts and Humanities****Department of Linguistics, MA Program****Program Assessment Coordinator: Dr. Chris Golston** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| The Department of Linguistics offers a Master of Arts degree with specializations in Linguistics or in TESOL/SLAT, as well as a Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL). The Linguistics Department is dedicated to providing students in these programs with the highest level of educational experience possible. Our graduate program aims to develop intellectual skills that are essential to professional careers or advanced degrees. They also help enhance critical thinking, satisfy broad intellectual interest, and enrich personal knowledge.  |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]

* 1. Institutional Learning Outcomes. Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

1. A**cquiring specialized knowledge** as identified by program learning outcomes in their major field. Students will demonstrate expertise in a specialized area of study, including integration of ideas, methods, theory and practice. Graduate students will demonstrate further mastery of the field’s theories, research methods, and approaches to inquiry. They will also show the ability to assess major contributions to the field, as well as expand on those contributions through empirical research or aesthetic exploration.

2. **Applying knowledge** by integrating theory, practice, and problem solving to address real world issues using both individual and team approaches. Students will apply their knowledge in a project, paper, exhibit, performance, or other appropriate demonstration that links knowledge and skills acquired at the university with those from other areas of their lives. Graduate students will integrate knowledge and skills from coursework, practicum, and research to address critical issues in their field and demonstrate advanced application of knowledge through a culminating experience that validates, challenges, and/or expands the profession’s body of knowledge.

* 1. Program Learning Outcomes (Also known as Goals) and related SLO’s

Program Learning Outcomes or GOALS are the specific knowledge and skills that the department/program will develop or strengthen in students. These PLO’s or Goals may be broader than SLO’s but must be measureable and each PLO must have at least one SLO to which is directly linked/aligned.

**Goal 1: Knowledge of How Language Works.**

Objective 1.1 Demonstrate knowledge of language structure and use.

Objective 1.2 Explain current linguistic theories.

Objective 1.3 Apply understanding of linguistics theories to a theoretical problem.

Objective 1.4 Demonstrate ability to compare and evaluate different theoretical approaches.

(All graduate courses in general linguistics, including Ling 242, 243, 248, 249, and 239 cover the learning objectives listed above; Objectives 3 and 4 are also covered in Ling 241S.)

**Goal 2: Effective skills in the analysis of linguistic data.**

Objective 2.1 Identify related elements in a data set.

Objective 2.2 Formulate organizing principles that encompass a data set.

Objective 2.3 Recognize and evaluate alternative analyses of a data set.

(All graduate courses in general linguistics, including Ling 239, 242, 243, 248, and 249 cover the learning objectives listed above.)

**MA in Linguistics (General Linguistics)**

**Goal 3: Produce a research paper which demonstrate ability to carry out independent empirical, experimental, or theoretical research.**

Objective 3.1 Critically review relevant literature theoretically and empirically.

Objective 3.2 Utilize appropriate methodology to collect data, interpret the data, and discuss theoretical implications.

(All graduate courses in general linguistics, including Ling 242, 243, 248, 249, and 239 cover the learning objectives listed above; it is also covered in Ling 236, 241S and 237.)

**MA Degree in Linguistics with Option in TESOL/SLAT**

Goal 3 also applies to the Option in TESOL/SLAT. (Ling 241S, 237, 236)

**Goal 4: Ability to carry out curriculum preparation in TESOL/SLAT.**

Objective 4.1 Produce a curriculum for a language course which includes a focused literature review, needs assessment, goals and objectives, course design overview, sample lesson plans, and language assessments. (Ling 241S and Ling 244)

Objective 4.2 Apply knowledge of linguistics to produce a lesson plan.

**Goal 5: Ability to write a pedagogical paper on an aspect of one or more language skills.**

Objective Produce a paper which focuses on a pedagogical argument based upon the research. Include a literature review, language learning tasks, and an analysis of the tasks in light of TESOL/SLAT theory, research, and pedagogy. (Ling 237, 236, 241S)

## Curriculum Map [d]: Courses in which SLO’s are addressed and evaluated

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Curriculum Map of goals and objectives covered in each of the Linguistics MA courses.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PLO/SLOCourse | 1.1 | 1.2 | 1.3 | 1.4 | 2.1 | 2.2 | 2.3 | 3.1-2 | 4.1-2 | 5 |
| 242 | M | M | M | M | M | M | M | M |  |  |
| 243 | M | M | M | M | M | M | M | M |  |  |
| 248 | M | M | M | M | M | M | M | M |  |  |
| 249 | M |  | M | M | M | M | M | M |  |  |
| 239 | M | M | M | M |  |  |  | M |  |  |
| 265 | M | M | M | M |  |  |  | M |  |  |
| 241S |  |  | M | M |  |  |  | M | M | M |
| 236 |  |  |  |  |  |  |  | M | M | M |
| 237 |  |  |  |  |  |  |  | M |  | M |
| 244 |  |  |  |  |  |  |  |  | M |  |
| Comprehensive Exam | M | M | M | M | M | M | M | M | M | M |
| MA Thesis | M | M | M | M | M | M | M | M |  |  |

Ling 242 Seminar in PhonologyLing 243 Seminar in SyntaxLing 248 Seminar in SociolinguisticsLing 249 Field MethodsLing 239 Advanced PhoneticsLing 265 Seminar in Language AcquisitionLing 241S Seminar in TESOL/SLAT Theory and MethodsLing 236 Teaching Listening and SpeakingLing 237 Seminar in Teaching Reading and WritingLing 244 Seminar in Curriculum Design and Assessment |

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

| **I = Introduced** | **D = Developed** | **M=Mastered** |  |
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## SLO’s Mapped to Assessment Measures and Methods [e]

| Assessment Measure | EvaluationMethod | Goal1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Comprehensive Examination | Exam | x | x |  |  |  |  |
| MA Thesis |  |  |  | x |  |  |  |
| Course projects |  |  |  |  | x | x |  |
| Pedagogical papers |  |  |  |  | x | x |  |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

* 1. Direct Measures (Department/Program must use a minimum of three different direct measures)

1. Comprehensive Examination

2. MA Thesis

3. Course projects and pedagogical papers

Details of the measures above are described below.

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| **GOALS 1 AND 2: COMPREHENSIVE EXAMINATION**Assessment of the learning objectives of Goals 1 and 2 will be done by the MA Comprehensive Examination. This examination consists of problem sets that require analysis usually in terms of an essay style answer. The examination is three and a half hours long, and it is offered around the 10th week of each semester, with questions in each section of the exam changing each semester. When students register to take the examination, they are required to state three areas of preference.The current structure of the MA Comprehensive Examination is as follows:**General Linguistics students:****-** 3 questions: 2 questions from the core areas,\* and 1 question from the core or TESOL/SLAT areas\*\***TESOL/SLAT option students**- 3 questions: 2 questions from the TESOL/SLAT areas,\*\* 1 question from the core areas\* -----------------------------------\* Four core areas:  -Phonology (142, 242) -Syntax (143, 243) -Phonetics (139, 239) -Sociolinguistics (148, 248)\*\* Three TESOL/SLAT areas: -General theory, method, and research (LING 141, 171, 241S) -Reading and writing (LING 237) -Assessment and curriculum design (LING 244) EvaluationSystem for Goals 1 and 2: The customary approach to evaluating student performance on the Comprehensive Examination has been to give either a High Pass, Pass, Conditional Pass, or Non-Pass for a student's answer to each question on the examination. Two faculty members do this. The results are cumulated and an overall evaluation with the same rubrics is given. A Conditional Pass means that while passing most of the examination, the student showed some deficiency in a particular area. The student is then required to make up this deficiency before they can graduate. A Non-Pass means the student's answers were judged to be generally so weak in most areas that they must re-take the whole examination and get at least a Pass before they can graduate. This evaluation system has proven to work well for judging individual student performance, and we will use the results of this to assess whether the objectives under Goals 1 and 2 are met. |
| **GOAL 3: MA THESES**Every graduate course in linguistics requires that students carry out a project involving either empirical data collecting, experimental data collecting, or a theoretical investigation of an area covered by the course. Another instrument to evaluate Goal 3 will be a thesis, since the thesis option in the graduate program was approved for the program in 2011. For the purpose of program assessment, students will be required to submit one of these projects or thesis to the Department Assessment Committee for evaluation. Papers/theses will be evaluated according to the objectives set forth in Goal 3.  |
| **GOALS 4 AND 5: COURSE PROJECTS AND PEDAGOGICAL PAPERS**Graduate courses in TESOL/SLAT require that students carry out a project which exhibits ability to carry out curriculum preparation in TESOL/SLAT and to write a pedagogical paper on an aspect of one or more language skills. These skills are principally covered in Ling 241S, 244, 236, and 237. For the purpose of program assessment, students will be required to submit one of these projects to the Department Assessment Committee for evaluation. Papers will be evaluated according to the objectives set forth in Goals 4 and 5.  |

* 1. Indirect Measures (Department/Program must use a minimum of one indirect measure)
		1. Surveys:

The Linguistics Department plans to conduct two types of survey.

1. Exit Survey. This survey will be given to students in their last semester of graduate work and will ask questions related to the extent to which students see themselves as achieving the learning goals and objectives of the program they were in.
2. Alumni Survey. This survey will be given to former graduates of our MA programs to determine how well they feel that the program they were in gave them the background they needed for either the advanced schooling or the work they are currently engaged in.

## Assessment Schedule/Timeline [g]

| AcademicYear | Measure | SLO  | SLO  | SLO | SLO | SLO | SLO |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2017-2018 | Term paper(Ling 265) | Goal 3 |  |  |  |  |  |
| 2018-2019 | Course project: Teaching demo(Ling 241) | Goal 4 |  |  |  |  |  |
| 2019-2020 | NA (canceled due to pandemic) |  |
| 2020-2021 | Term Paper(Ling 248) | Goal 3 |  |  |  |  |  |
| 2021-2022 | MA Thesis | Goal 3 |  |  |  |  |  |
| 2022-2023 | Compr Exam | Goals 1,2 |  |  |  |  |  |
| 2023-2024 | MA Thesis | Goal 3 |  |  |  |  |  |
| 2024-2025 | Compr Exam | Goals 1,2 |  |  |  |  |  |

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| Closing the Loop [h,j,k]  |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| Program/Department Closing the Loop process:Graduate Coordinator will write up the report and share it with the Chair and Graduate faculty in Linguistics. |