

**Oakland University Assessment Committee
Assessment Plan Template**

Step 1: Basic Information

Program Name: Linguistics

School or College your program resides in: Arts and Sciences

Program Level (check all that apply):

- Undergrad
Master's
Doctoral

Date Report Submitted: 11/5/2017

Current Assessment Contact Representative (& E-mail): Kuniko Nielsen (nielsen@oakland.edu)
Current Department or Program Chair (& E-mail): Michael Smith (smith@oakland.edu)
Current Dean (& E-mail): Kevin J. Corcoran (corcoran@oakland.edu)

Step 2: Type of Assessment Plan

Option A. Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor's response in lieu of following the UAC's standard process. These programs use the UAC's 'external accreditation mapping' form instead of this form. For more information, please contact the UAC/OIRA liaison Reuben Ternes (ternes@oakland.edu). Programs without external accreditation should proceed to option B.

Option B. If you are not accredited by an external body (or your accreditor's standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed on their website (www.oakland.edu/OIRA). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes (ternes@oakland.edu).

Step 3: Aligning the OU Mission, Program Goals, Student Learning Outcomes, and Assessment Measures

Please begin your program assessment plan by completing the table below. Use the “Table” menu in Word to add rows, merge cells, etc. as needed. [A completed table is presented as a sample on our website]

- In column 1, record what aspects of the OU Mission your program addresses.
- In column 2, record your program goals as they relate to the OU Mission.
- In column 3, record your program’s planned student learning outcomes related to each program goal.
- In column 4, record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).
- Add rows to the table as necessary.

(1) OU Mission	(2) Program Goals	(3) Student Learning Outcomes	(4) Assessment Measures
A strong core of liberal arts is the basis on which undergraduates develop the skills, knowledge and attitudes essential for successful living and active, concerned citizenship.	1) Promote critical thinking and develop problem solving skills. 2) Expose students to biological and cultural foundations of language. 3) Engage students in study and research in subfields in linguistics.	a) Students will demonstrate an understanding of linguistic argumentation and an ability to analyze data. b) Students will demonstrate an understanding and appreciation for cultural and social diversity. c) Students will demonstrate an advanced understanding of theories in each of the required core areas of linguistics.	Thesis (LIN 6999) or seminar paper (LIN 6998) [Direct measure] Core requirement (LIN 5503, 5504) final exams [Direct measure] Term papers from electives: e.g., LIN5603, LIN5604, ALS5534, ALS5535, [Direct measure]
Each program provides a variety of courses and curricular experiences to ensure an enriched life along with superior career preparation or enhancement.	4) Prepare students for careers in linguistics/ESL or related fields and/or for post graduate studies.	d) Provide students with analytical and communicative skills that will serve them in the workforce. [For TESL Programs] a) Students will understand the fundamental principles of second language acquisition and effectively apply these principles in second language teaching and learning.	Thesis (LIN6999) or seminar paper (LIN6998) [Direct measure] Alumni survey [Indirect measure] The purpose of this survey is to determine the success of the linguistics program as reflected by graduates’ reported career accomplishments.

		<p>b) Students will appreciate the nuances of culture, identity, ethnicity, and situational politics in second language learners' minds and emotions.</p>	<p>Exit Interview [Indirect measure] The purpose of this questionnaire to assess student perceptions of knowledge, skills, and values useful for their future career that they gained from majoring in linguistics</p> <p>Practicum evaluation [Direct measure] The purpose of this practicum evaluation is to determine a student teacher's ability to effectively implement their course curriculum, lesson plans, and ongoing authentic language assessment to a class of adult English language learners. Student teachers are also evaluated on instructional skills, organizational skills and classroom management skills.</p>
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Step 4: Participation in Assessment Process

Who Will Participate in Carrying Out the Assessment Plan	What Will Be Their Specific Role/s
<p>The Assessment Committee will consist of at least three members, including Committee Chair. Attempts will be made to include members from each specialization and have an equal balance between junior and senior faculty. Committee members will be regularly rotated in order to allow a broad understanding of the role and potential of the assessment process.</p>	<ul style="list-style-type: none"> • Review assessment plan (and revise it if necessary) • Collect and analyze data for the report • Present results with Linguistics faculty members • Write the report

Step 5: Plan for Analyzing and Using Assessment Results to Improve Program

A. How will you analyze your assessment data?

The collected data will be statistically analyzed during the summer by the Assessment Committee, and the result will be presented at the faculty meeting in Fall.

B. How will you use results to improve your program?

Linguistics Faculty will conduct yearly meetings to review results, propose change(s), and evaluate any changes that have been implemented.

Step 6: Submit Assessment Plan

Send completed form electronically to ternes@oakland.edu.

