Program: Linguistics

Assessment Coordinator: Edward Vajda

Program Mission: The WWU Linguistics Program offers a broad, multidisciplinary approach to the scientific analysis of human language. Students analyze the structural components of language: phonetics, phonology, morphology, syntax, and semantics. They study how language is acquired, how it varies across time and space, and how it is used in different social contexts. Students also develop a solid foundation in a second language and are introduced to various subfields of linguistics, including neurolinguistics, sociolinguistics, psycholinguistics, historical linguistics, computational linguistics, applied linguistics, and discourse analysis. Our classes engage students in critical inquiry, enabling them to become informed participants in public discourse about language.

Program Student Learning Outcomes: Upon graduation, Linguistics major will be able to:

1. recognize and understand the basic fields of linguistic inquiry
2. gather and synthesize linguistic data effectively and ethically
3. formulate and test hypotheses
4. draw conclusions and inferences from linguistic evidence
5. present findings of their linguistic research
6. analyze the structural components of language
7. understand social factors that shape language structure and use
8. understand theoretical concepts and methodologies for thinking critically about language

Student Learning Outcomes Assessed This Year:

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>SLOs Assessed</th>
<th>Results</th>
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<tbody>
<tr>
<td>Performance of students in upper-level linguistics classes, after taking the Linguistics 201 prerequisite, which also is a GUR in addition to serving as a the gateway course to the linguistics major</td>
<td>1, 6</td>
<td>Linguistics 201 attracts students to the major by introducing an inviting range of basic information about language science. However, it does not provide adequately rigorous grounding in analyzing the structural components of language (phonology, morphology, syntax) and therefore leaves many of our students unprepared for 300- and 400-level linguistics classes. Instructors at the upper levels have had to spend much time reviewing basics, instead of building students’ abilities to analyze and solve linguistics problems creatively.</td>
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Changes Based on Assessment Findings:

The linguistics faculty has unanimously approved the creation of a 300-level majors only introduction to the linguistics major. This course will be taken by all majors and will serve as prerequisite for all other 300- and 400-level courses, which thus will be able to provide more sophisticated analytical and problem-solving skill set than is currently possible with Linguistics 201 serving as prerequisite.
Overall Comments

- **Overall:** Departments are improving in their assessment efforts and documentation. Most departments included GUR assessment or have expanded their assessment to programs offered. Some departments need more guidance as to how to develop an assessment cycle such that all SLOs are assessed in period of time (e.g., 3-4 years).
- **Anthropology:** There is need for clarification in one section. I have requested it from the Department Chair but have not received it.
- **East Asian Studies:** I have requested this assessment from the Program Director but have not received it yet. He has indicated he is working on it.
- **Modern and Classical Languages:** There were no assessments submitted for the Chinese Program or the Russian Program. I have followed up with the Department Chair.
- **Physical Education, Health, and Recreation:** The assessments for the KIN and Community Health Programs are still needed. The Department Chair has indicated it will be submitted in a week or two.
- **Political Science:** A section ("Changes based on assessment findings") is missing. I have requested it from the Department Chair but have not received it.