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>
</tr>
</thead>
<tbody>
<tr>
<td>Performance of students in LING311 (Phonetics and Phonology) compared between a cohort which has completed the new LING310 (Intro to Linguistic Theory) and a students who only took the old LING201 (Intro to Linguistics)</td>
<td>8</td>
<td>Students who have taken 310 scored higher on tests and final grades in 311 on average when compared to students in the same class who did not complete 310. For example, on the first exam, the average of the second group (no 310) was 72.8%. The average for the first group (yes 310) was 83.9%. No student without 310 scored higher than B-. From a subjective standpoint, students who took 310 grasp the material more quickly and achieve greater competence. Students without 310 require more out-of-class tutoring. Both quantitative and subjective reflection therefore supports the conclusion that 310 is a necessary pre-requisite for 311.</td>
</tr>
</tbody>
</table>

**Changes Based on Assessment Findings:**

Henceforward, all Linguistics majors will be required to take LING310 before they will be allowed to take any of the remaining 300- or 400-level linguistics rubric courses. Last year’s period of transition, where students who were near completion of their major under the old requirements were allowed not to take the new 310, is now over.