1. **Assessment information collected**

   a. **Faculty interview: No data collected**

      According to the Linguistics Assessment Plan, all students are to be interviewed by faculty upon declaring a major in Linguistics. The purpose of the interview is to determine whether or not the BA in Linguistics is appropriate to the students stated interests. While these interviews are occurring as part of normal advising, no data is collected during these interviews.

   b. **Final paper for capstone course (LING 482): No data collected**

      According to the Linguistics Assessment Plan, program faculty are to “participate in evaluation” of student final papers for the capstone course. Final papers are intended to be examples of undergraduate research in Linguistics and should draw on what students have learned through their undergraduate course work. This course is offered each spring, and faculty are invited and do attend presentations by students during the final class period. However, no data is collected. There is currently no mechanism for formal feedback by faculty other than the course instructor.

   c. **Exit Survey: No data collected in 2012 or 2013; 2 Survey’s returned in 2014.**

      According to the Linguistics Assessment Plan, all students are expected to complete a written survey during the semester prior to graduation. The survey is intended to “assess student satisfaction with the program and skills obtained.” The results are to be compiled and evaluated by program faculty in order to improve the program.
The survey was mailed to graduates in 2012. None were returned. No surveys were distributed in 2013. Surveys were distributed in LING 482, the capstone course. Two were returned. Therefore, the discussion below should be considered suggestive at best.

The survey may be divided into three general areas: Course satisfaction, Quality of teaching/advising, and Post-graduation plans.

**Course satisfaction:** Students were asked to rate required and elective courses on a 5 point likert scale. Students rated only courses they completed. Courses not completed by students completing the survey are not included in the table below.

“This course contributed significantly to my linguistics education at UAF.”

<table>
<thead>
<tr>
<th>Course</th>
<th>Rating 0-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 101 Nature of Language</td>
<td>4.0</td>
</tr>
<tr>
<td>ENGL 318 Modern English Grammar</td>
<td>4.0</td>
</tr>
<tr>
<td>LING 318 Introduction to Phonology</td>
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</tr>
<tr>
<td>LING 320 Introduction to Morphology</td>
<td>4.5</td>
</tr>
<tr>
<td>LING 420 Semantics</td>
<td>4.5</td>
</tr>
<tr>
<td>LING 482 Seminar</td>
<td>4.5</td>
</tr>
<tr>
<td>ANS 320 Language and Culture</td>
<td>4.0</td>
</tr>
<tr>
<td>ANTH/WMS 308 Language and Gender</td>
<td>4.0</td>
</tr>
<tr>
<td>LING/ANTH 223 Fundamentals of Sociolinguistics</td>
<td>5.0</td>
</tr>
<tr>
<td>LING 303 Language Acquisition</td>
<td>5.0</td>
</tr>
<tr>
<td>ENGL 472 History of the English Language</td>
<td>4.0</td>
</tr>
<tr>
<td>LING 410 Theory and Methods of Second Language Teaching</td>
<td>4.5</td>
</tr>
</tbody>
</table>

**Quality of teaching/advising:** Students were asked to rate the quality of teaching and advising in the program on a 5 point likert scale. Teaching was rated by these two students as 5.0, advising was rated at 4.0.

**Ease of completion:** Students were asked to state how easy or difficult it was for them to complete the BA in four years. One respondent stated it was “easy, no problems”. The second respondent stated it was “impossible”.

**Post-graduation plans:** When students were asked about their post-graduation plans, only one respondent had clearly articulated plans. This respondent planned to enter the workforce, but had not yet secured a job in his/her chosen field.
2. Conclusions drawn from the information summarized above

a. Faculty interview:

No data collected. No conclusions can be drawn.

b. Final paper for capstone course (LING 482):

No data collected. No conclusions can be drawn.

Given the lack of data, no conclusions can be drawn. Therefore, faculty have formed a committee to review the syllabus and outcomes of LING 482. This committee includes Dr. Gary Holton, who has taught the course for the last four years, Dr. Siri Tuttle who is scheduled to teach the course in 2015, and Dr. Anna Berge who has served on UAF’s SLOA review committee. The committee has been tasked with the following:

1. Take up the questions: “What do we want students to get out of the LING program? What knowledge base should be demonstrated in LING 482?”
2. Develop a rubric for use by multiple faculty to assess final written projects produced in LING 482.

c. Exit Survey:

Given the poor returns on the survey, little can be drawn from the data. It appears that the classes offered by the BA program are relatively popular with students, and students are relatively satisfied with the quality of the instruction and advising. However, as stated, the poor returns make it impossible to consider these “conclusions” even suggestive of how the general Linguistics student body experiences the program.

To correct this problem in 2014 faculty moved to distributing the survey in LING 482, the capstone course. While this improved response rates, only two students enrolled in the course actually completed the survey. Therefore, faculty have agreed to make the survey a required “assignment” in LING 482. As with traditional course evaluations, time will be set aside in class, and the survey will be distributed and collected by a student volunteer. Survey results will not be evaluated until after the semester has ended, to avoid the perception that survey answers might affect grades in the course.
3. Curricular changes resulting from conclusions drawn above

To date, no curricular changes have resulted from the conclusions drawn above. However, as noted, a committee has been formed to specifically address the lack of assessment data relating to the capstone course, LING 482.

In addition, faculty were concerned that students may be having difficulty completing the program in 4 years. This is due, we believe, to the fact that many students do not declare the major until quite late, often the sophomore or junior year. The current roadmap (attached) shows that the degree can be completed easily in 4 years, if a student begins in their freshman or sophomore year. However, a later start will either delay graduation. To address this issue, a committee consisting of Dr. Lawrence Kaplan and Dr. Burns Cooper was formed to review the undergraduate curriculum and make suggestions for catalog changes to be submitted in October 2014.

4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

Berge, Anna (Associate Professor of Linguistics)
Cooper, Burns (Professor of English)
Holton, Gary (Professor of Linguistics)
Johnston, Duff (Assistant Professor of English)
Kaplan, Lawrence (Professor of Linguistics)
Marlow, Patrick (Associate Professor of Linguistics)
Martelle, Wendy (Term Assistant Professor of Linguistics)
## Major Requirements

**LING 101** (3cr.)

**LING 318** (3cr.)

**ENGL 318** (3cr.)

**LING 420** (3cr.) or **LING 430** (3cr.)

**LING 320** (3cr.)

**Elective (LING)** (3cr.)

**Elective (LING)** (3cr.)

**Elective (LING)** (3cr.)

**Ling 482** (3cr.)

**Elective (LING)** (3cr.)

### Language Requirement for Major

- **Non-English or Alaska Native Language A (5cr.)**
- **Non-English or Alaska Native Language A (5cr.)**
- **Non-English or Alaska Native Language A (3cr.)**
- **Non-English or Alaska Native Language A (3cr.)**
- **Non-English or Alaska Native Language A (3cr.)**
- **Non-English or Alaska Native Language A (3cr.)**
- **Non-English or Alaska Native Language B (3cr.)**
- **Non-English or Alaska Native Language B (5cr.)**

### General Education Requirements (suggested sequence)

#### Communication

- **ENGL 111x (3cr.)**
- **ENGL 211/213 (3cr.)**
- **COMM 131/141 (3cr.)**

#### Library/INFO Skills

- **LS 100/101**

#### Social Science/Humanities

- **ANTH/SOC 100 (3cr.)**
- **HIST 100 (3cr.)**
- **ECON/PS 100 (3cr.)**
- **ENGL/FL 200 (3cr.)**
- **ART/MUS/THR 200 (3cr.)** or **ANS 202 (3cr.)**
- **COMM 300X (3cr.)**
- **PHIL 322X or PS 300X (3cr.)**

#### Mathematics

- **Math 103 or 107 (3cr.)**

#### Natural Science

- **SCI w/lab (4cr.)**
- **SCI w/lab (4cr.)**
- **SCI w/lab (4cr.)**
- **SCI w/lab (4cr.)**

### Recommended Credits per Semester

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<th>Fall 1</th>
<th>Spring 1</th>
<th>Fall 2</th>
<th>Spring 2</th>
<th>Fall 3</th>
<th>Spring 3</th>
<th>Fall 4</th>
<th>Spring 4</th>
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<td>17</td>
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<tr>
<td>Course may count toward both General Education and Major Requirements</td>
<td>Prerequisite</td>
<td>Offered Spring Only</td>
<td>Offered Fall Only</td>
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<td></td>
<td>Alternate Fall/Spring</td>
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