

Annual Departmental Assessment Report

Department or Program: Linguistics

Academic Year of Report: 2020-2021

Department Contact Person for Assessment: Julie M. Sykes

Section 1: Learning Objectives Assessed for this Report

For each major in the department, list the learning objectives that were assessed during this period.

We focused on optimal learning for hybrid, remote, and online instruction to ensure optimal learning experiences for our students. This is in direct response to changing teaching and learning needs in response to the global pandemic. Rather than focusing on specific learning objectives this year, we used insights from our previous assessment (2017-2018), furthered understanding of best practices for teaching and learning in online environments, and used student feedback to retool our courses for optimal learning outcomes. We also continued to focus on implementation of the newly approved major, and proposed two career-eligible minors.

Section 2: Assessment Activities

At the beginning of the year, we collected data from our faculty about skills their students are continuing to develop in the hybrid and remote contexts (primarily via assessment of student learning on assignments and tests), and used insights from these to redesign our courses and assessment practices in light of the shift to remote and hybrid teaching and learning. In addition, we began to outline a new assessment plan to begin 2021-2022 that incorporates the revised learning objectives tied to the new major as well as the career-eligible minors which are currently under review.

Section 3: Actions Taken Based on Assessment Analysis

As part of the assessment activities above, and in response to changing needs of our students, we completed three concrete tasks. First, we focused on implementing our newly approved major that is more accessible to our students. This includes a revised major walk through (<https://linguistics.uoregon.edu/sites/linguistics1.uoregon.edu/files/majorwalkthroughprior20.pdf>), updated advising structures (see below), sample curriculum documents (<https://linguistics.uoregon.edu/program-planning-major-requirements-2020>), and a review of various class evaluation rubrics.

Second, as noted in our previous reports, we submitted two career-eligible minors – Language Acquisition and Cognitive Science (proposals attached) - to supplement our existing course offerings and student opportunities. These are a critical step in ensuring Linguistics minors can connect their study to a variety of disciplines. Once these proposed changes are approved (anticipating Fall 2021), we plan to revise our assessment plan and assess two specific learning outcomes each year thereafter.

Third, we made plans for the completion of a revised assessment plan as a key activity of the 2021-2022 academic year. This will include the assessment of outcomes in the two newly approved courses, LING311 and LING312. Each is designed to serve as a bridge between our introductory classes (LING301 and LING302) and our more advanced 4/500 level classes. Each is critical to success in the program.

Section 4: Other Efforts to Improve the Student Educational Experience

In addition to the major change approved this year, and the submission of two career-eligible minors – Language Acquisition and Cognitive Science, we have continued to work closely with Tykeson Hall advisors and the Career Center to help improve the wrap-around advising services for our students. We have also worked hard to make individual connections, a critical need during remote learning and working this year. This includes the implementation of a *Coffee with Faculty* hour and personalized check-ins on students. We also

expanded our departmental undergraduate advising team to three people to ensure students are served by a team (rather than a single departmental advisor). This helps focus advising efforts for different student interests, recruit for graduate study, and ensure all students are able to successfully navigate the Linguistics major.

Section 5: Plans for Next Year

The major revision reported on in our previous report (2018-2019) was approved in Fall 2019 and is fully implemented in the department. In addition, we hope that the two career-legible minors submitted for consideration will be approved soon. Once all are approved by UOCC (all are currently under review), we will utilize our new learning objectives to shift our assessment towards these objectives (and, as a result of new teaching and learning contexts). This includes the development of a revised assessment plan during the 2021-2022 academic year. There are no budgetary implications of our proposed actions.