

Précis

Program Performance Review

Linguistics, BA, MA

College of Humanities and Social Sciences

Franz Mueller, Ph.D., Chair

May 31, 2012

Background

The Linguistics Program in the Department of English, Comparative Literature and Linguistics conducted a program performance review during the 2011-12 academic year. A self-study was completed and a Visiting Team reviewed the self-study and other documents and during a one-day visit, interviewed program faculty, students and administrators including the dean of the college of Humanities and Social Sciences. Members of the Visiting Team were: Dr. Craig Melchert, University of California, Los Angeles; Dr. Fred Fields, California State University, Northridge; and Dr. Kurt Kitselman, California State University, Fullerton. After their visit the team issued a report of findings and recommendations. The program coordinator responded to the Visiting Team report and the Dean provided the Dean's Summary Report and Recommendations.

Key Data

Linguistics is a small program in the broader department of English, Comparative Literature and Linguistics. There are three full-time faculty members and two lecturers. Program data for the Linguistics program has been historically subsumed in the larger department. The college in 2009-10 began tracking the program (FTES/FTEF/SFR) separately from the department including providing the program with its own budget. There has been some decline in enrollment in the MA program the headcount in 2003-04 was 27.0 and in 2010-11 the number was 21.0. The BA program however has shown increase in enrollment for both lower division and upper division in 2003-04 headcount was 30.5 and in 2010-11 the number was 42.5. In 2002-03 there were 10 BA degrees awarded and 6 MA's. In 2009-10 there were 8 BA degrees awarded and 8 MA's.

Key Issues

A key issue for Linguistics is its enrollment. The program is seeking to strengthen overall enrollment by attracting students by way of the General Education program and plans to seek

approval of LING 102 *Languages of the World* to attract more students. Related to growing enrollment is the recommendation to increase the visibility of the program. The assessment of student learning is another major issue for the program. (See Outcomes Assessment below). The dean has described the program as having a “flat degree structure” evidencing an imbalance with the largest percentage of classes offered at the senior level. The program should review its curriculum and degree structure.

Outcomes Assessment

The Linguistics program lags behind the college and the University’s expectations for the implementation of outcomes assessment. The recent unsettled state of the faculty may have contributed to the lack of progress in assessment. The program has developed learning goals and outcomes for the MA program and learning goals and outcomes for the BA program are posted on the assessment website, however, it is reported in the self-study that learning goals and outcomes have not been developed for the BA program. Whatever the case, the program should act with dispatch, reviewing its program mission and goals and the program learning goals and outcomes for both undergraduate and graduate programs. And then move to the development and implementation of a program assessment plan. Such a plan would include aligning/mapping outcomes to the curriculum, identification of assessment measures/strategies, developing rubrics and using assessment findings for change and improvement. The faculty is now stabilized and acknowledges its commitment to move forward in this critical area. The faculty might find it useful to seek additional assistance like attending campus workshops on assessment, participating in the annual institute on program performance review and assessment, attending the annual western region assessment conference (on campus) and reaching out to colleagues and others.

Outlook

Now that a full-complement of the faculty for the program is in place the program in Linguistics can turn its attention to several looming issues. A critical challenge for the program identified by the larger department and the Visiting Team as well is program visibility (enhancing the profile of the program) and student recruitment. The Visiting Team lauded the program’s Spring Linguistics Symposium which has brought world renowned speakers to the Fullerton community. The symposium is organized by the very active Linguistics Student Association and interviews with students evidenced a high degree of enthusiasm for the program. The program’s future as a viable entity rests to a great extent on growing enrollment to meet FTES targets; curricular adjustments e.g. require all majors to take one of the program’s introductory courses, require most of the BA elective courses be from within the Linguistic Program; and developing an assessment and educational effectiveness plan that will provide valuable data on student achievement and learning which will inform the faculty’s continuous efforts to build a stronger program.

Gerald W. Patton

Director of Assessment and Educational Effectiveness

