



**UMass Amherst's Educational Effectiveness Plan (EEP) provides departments with an ongoing structure for conducting systematic inquiry into the effectiveness of their efforts to support student success. For the first phase of EEP, departments answered a series of prompts about their current educational effectiveness efforts, and their inquiry plans. Here we provide an edited version of this department's responses.**

## **Linguistics EEP**

**Identify the evidence you currently use (beyond GPA) to determine that your undergraduates have achieved the objectives you have for them.**

We consider a variety of centrally-located data such as that collected by OIR and via the SRTI. We also consider peer faculty observations.

**What changes has the department made in its undergraduate program(s) and offerings based on the results of the evidence described in the previous section, over the last few years?**

In our Strategic Plan update of March 2015, we listed the following changes we were making:

1. Providing more and different research opportunities;
2. Recruiting more and better students;
3. Improving advising and career preparation;
4. Updating the curriculum.

One change that has had an effect in all 4 areas is our development of a computational linguistics certificate and major, in collaboration with our colleagues in the College of Computer and Information Sciences. The OIR data that we reviewed in 2014 indicated that our students were not feeling sufficiently well trained in quantitative areas, and also felt that they had not been given sufficient guidance in career preparation. The Computational Linguistics certificate major, and the associated courses that are available to all of our majors, go a long way to meeting these goals.

**Please describe the focus of your inquiry and explain why this inquiry is important to your department right now.**

We have used the EEP process to develop a new set of learning objectives, which we believe will help greatly to inform curriculum development and evaluation. The focus of our inquiry will be to determine how well our courses and overall curriculum are meeting those goals.

**What evidence do you plan to use to inform your inquiry focus? And, what are your initial thoughts on how you will collect this information?**

The first steps of our process will be to develop new advising materials focused on the learning objectives, and to incorporate the learning objectives into our syllabi. In doing that, we will be able to reflect on how well our curriculum meets our goals and may then make any necessary changes. We will also incorporate our learning objectives into our teaching evaluation process, and in this context we will be able to gather information on both students' perception of their success in meeting the learning objectives, as well as faculty input through peer and self evaluation. This goal will help to shape the new approach to teaching evaluation that we are developing as a participating department in the NSF teaching evaluation project.

**What are the Student Learning Objectives for your department or program(s)?**

Linguistics and Anthropology, B.A.; Linguistics and Chinese, B.A.; Linguistics and German, B.A. Linguistics and Japanese, B.A.; Linguistics and Philosophy, B.A.; Linguistics and Portuguese, B.A.; Linguistics and Psychology, B.A.; Linguistics and Spanish, B.A.

- Ability to reason analytically about language.
- An understanding of linguistic theories and their relationship to language diversity.
- An understanding of linguistic discrimination.
- Ability to communicate about language.
- Ability to work as an effective member of a team.

Linguistics, B.A.

- Ability to reason analytically about language.
- Basic quantitative and computational competence in language research.
- An understanding of linguistic theories and their relationship to language diversity.
- An understanding of linguistic discrimination.
- Ability to communicate about language.
- Ability to work as an effective member of a team.

Linguistics, Ph.D.

- Advanced ability in linguistic analysis across all sub-fields of linguistics.
- Advanced computational and quantitative skills, where applicable.
- Ability to conduct independent, publishable research in an area of specialization.
- Ability to teach linguistics.