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ACADEMIC PROGRAM REVIEW REPORT FORM AY2024-2025**Program(s) in the review:** Languages BA**Specialized Accrediting Agency (if applicable):** N/A**Campuses where the program is delivered:** ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC**Year of last review:** AY2021-2022**Final decision from last review:** Continuation**PROGRAM SECTION (Due on March 1)****Program Review Committee:**Rebeca Maseda Garcia, Professor, Languages, Program Review and Assessment Committee *Chair*Natasa Masanovic-Courtney, Professor, Languages, Chair Department of Languages, *Member*Kaori Shimizu, Assistant Professor, *Member*Sudarsan Ranjarajan, Professor, *Member***1. Demonstrate that the program has responded to previous recommendations.*****Recommendation 1: Continue to provide high quality language instruction, focusing on the languages and majors the program currently supports.*****How do you know the recommendation has been successfully achieved? (2500 characters or less)**

The Department of Languages continues to provide high quality education, which can be assessed through measurable outcomes: the key indicator of program success is the students' performance on Languages Exit Exams (our annual outcomes assessment). The consistently good results reflect the effectiveness of the curriculum and pedagogical approaches in equipping students to meet academic and professional demands. Faculty have expressed satisfaction with the outcomes of their respective language programs, unanimously observing that high-performing students in the program also excel in the exit exams. The skills students develop—encompassing receptive (reading and listening), productive (speaking and writing), and cultural competencies—are closely aligned with the ACTFL guidelines and nationally recognized standards. Examinees have demonstrated not only cultural proficiency and language mastery, but also creativity and analytical capability, particularly in responding to culture-specific questions.

Between AY 2020–2024, the department's average exit exam score was an impressive A- (91.17/100), further highlighting the program's success in fostering linguistic and intellectual growth. These outcomes are a testament to the program's commitment to delivering high-quality instruction and student support.

Actions taken to date (2500 characters or less)

To continue delivering high-quality education, we implemented strategic initiatives that enhance academic offerings and strengthen community engagement.

We regularly update our curriculum to align with disciplinary standards and evolving industry needs. Recent initiatives include an internship course (LANG A495) bridging language education and career applications,

and an integrative capstone (LANG A390) that fosters critical engagement with cross-cultural issues. These courses address gaps identified in UAA's Graduate Exit Surveys 2023 & 2024, ensuring students develop strong intercultural competencies. Our curriculum also reflects our commitment to equal access and opportunities for all. We offer a mix of online (synchronous and asynchronous) and in-person courses, carefully scheduled to accommodate diverse student needs. Annual reviews optimize offerings to balance enrollment, student success, and program sustainability.

We integrate technology, interdisciplinary frameworks, and experiential learning. Our curriculum includes discussions, analytical writing, structured assignments, and individual presentations. Instruction features real-world materials—films, literature, media—and active learning techniques such as flipped classrooms, e-portfolios, video essays, and research projects. We emphasize interactive activities, peer collaboration, and group projects, incorporating innovative instructional methods like TILT (Transparency in Learning and Teaching), Team-Based Learning, Unessays, and formal presentations. We actively support students through advising, mentoring, and collaboration with Anchorage School District teachers, reinforcing foundational language skills. We regularly revise and update teaching methods to align with educational trends and professional training, and we assess their effectiveness through Exit Exams, language and culture proficiency tests, student surveys, and performance tracking.

We provide personalized year-round academic advising for B.A. in Languages students and career pathways. Our faculty actively recruit ASD students, support dual majors, and mentor underrepresented populations. We have hosted an open house for ASD students and teachers, as well as community members, film festivals, cultural gatherings, and language competitions, strengthening ties between UAA and the broader community. Additionally, we contribute to professional organizations like AFLA and PNCFL, reinforcing language education statewide.

Evidence of success to date (2500 characters or less)

Our graduates have achieved remarkable success, demonstrating the real-world value of their language education at UAA. Many have seamlessly transitioned into the workforce or pursued advanced education, leveraging their language skills to excel in diverse fields.

In section 4.C., we provide a detailed account of our students' achievements and their placements. Notable highlights include employment in ASD, the state department, NGOs, the tourism industry, and positions at higher education institutions outside the state. Additionally, our students have received prestigious international scholarships, such as the USTA program to teach in Austrian high schools, U.S. Fulbright to Germany and Spain, the French Embassy's program to teach in France, and opportunities through the Spanish Ministry of Education. Many of our graduates are also pursuing advanced degrees across a wide range of disciplines, including: Master's in Linguistics, Master's in Spanish and German, Master of Arts in Teaching, Master of Arts in Anthropology, Master's in Library and Information Science, Online Master's in Translation (German), Master's in Dietetics and Nutrition, Ph.D. program, and graduate studies in Speech-Language Pathology.

These achievements underscore the importance of language education in preparing students for global opportunities and highlight the broad impact of UAA's Department of Languages in shaping professional and academic success.

During the review period 10 students were selected as international scholarship recipients; 2 U.S. Fulbright (Germany and Spain) and 8 USTA Scholars (Austria). The program holds the largest percentage of UAA's undergraduate competitive international scholarship recipients (56 in total since 2003, with 1 Congress-Bundestag German Scholarship applicant and 1 USTA Scholarship applicant having passed the first round

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and currently awaiting results). Between the years 2003-2024, our language graduates were selected as U.S. Rotary Ambassadorial Scholars, U.S. Fulbright Scholars, U.S. Critical Language Scholars, Japan Student Services Organization Scholars, Japanese Government Scholarship Recipients, USTA Austria Scholars, Congress-Bundestag German Scholars, and Ministry of Education Teaching and Cultural Assistants in France and Spain.

2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. Include how the program is integrating (or planning to integrate) intentionally designed opportunities for students to develop the four core competencies (Effective Communication; Creative and Critical Thinking; Intercultural Fluency; and Personal, Professional, & Community Responsibility). (3000 characters or less)

Our program is a pillar in the Humanities, supporting student success on national and global stages. We put students first! In alignment with UAA's Strategic Plan, we empower students with the expertise and cultural awareness essential for thriving as globally competent professionals in today's interconnected world. Alongside Alaska Native Studies, we serve as a key contributor to achieving UAA's mission by promoting cross-cultural understanding and global awareness. Adhering to the nationwide American Council on the Teaching of Foreign Languages Guidelines (ACTFL), our Student Learning Outcomes include effective communication in spoken and written forms, the demonstration of close reading and critical analysis of authentic material, and the articulation and application of cross-cultural knowledge.

Effective Communication: Through mastering grammar, vocabulary, and syntax students learn about accurate, clear, and effective expression, both orally and in writing. They enhance their listening skills, respond in real-time conversations, improve their ability to interact with [REDACTED] groups, and learn how to adjust their language to adapt to various contexts (informal, academic, or professional settings): e.g. in JPN A101, students learn about the system of honorific speech which is an essential part of sociolinguistics.

Creative and Critical Thinking: Language learning fosters problem-solving as students deal with unfamiliar grammar structures, idiomatic expressions, and cultural nuances. They interpret texts or cultural phenomena, approach material from critical perspectives, ask questions, and form conclusions. They experiment with creative expression, finding ways to communicate ideas: e.g. in SPAN A320 students create their own interpretation of topics in the form of Unessays and utilize video essays when researching questions.

Intercultural Fluency: Students are exposed to different cultures which promotes an understanding of [REDACTED] traditions, values, and belief systems, fosters empathy, removes barriers, and helps overcome ethnocentric attitudes. They learn how to collaborate effectively in multicultural environments, understanding nuances in communication styles and cultural references: e.g. in FREN A306 students become aware of the customs, lifestyles, and cultures of other peoples.

Personal, Professional, and Community Responsibility: Language learning builds self-discipline, perseverance, and adaptability. It nurtures lifelong learning, encourages students to continue developing their skills after graduation. Students learn about teamwork, collaboration, and leadership and become attuned to social justice, particularly those affecting minorities and marginalized communities: e.g. in GER A490 students analyze course material in relation to personal responsibility and their role in the community, and in LANG A495 they put their competencies to work through an internship.

3. Demonstrate program quality and improvement through assessment and other indicators.

a. Program Student Learning Outcomes Assessment and Improvement Process and Actions

i. BA Languages

- *1) Communicate effectively in both spoken and written forms, as per the American Council on the Teaching of Foreign Languages Guidelines, in the emphasis language; 2) Demonstrate close reading and critical analysis of authentic texts in the emphasis languages; 3) Articulate knowledge of cross-cultural similarities and differences, appropriately communicating this knowledge within a given context in the emphasis language.*

Describe your key findings for these outcomes. (3500 characters or less)

Our program has a robust annual Outcomes Assessment process to ensure continuous improvement and academic excellence. Each May, full-time Languages faculty convene for in-depth meetings to review and analyze data collected from exit exams. During these sessions, faculty members from each language section carefully evaluate student performance, discuss results, and share insights. These collaborative discussions provide an opportunity to identify both strengths and areas for improvement, with faculty consistently expressing satisfaction with the overall results and student performance [(91.17/100) = A-]. Faculty noted that the receptive, productive, and cultural competencies demonstrated by examinees align with the nationwide ACTFL guidelines and standards. While factors such as students' personal learning environments—exposure to speakers (native or nonnative), self-discipline, participation in extracurricular activities in the target language, and independent practice—significantly influence language proficiency, the majority of our students consistently meet or exceed the targeted levels of intermediate-mid to advanced-low proficiency. These outcomes reflect our overarching goal: to develop learners who are reflective, thoughtful, and attuned to diverse perspectives, ultimately enhancing their critical thinking skills. This achievement not only demonstrates acceptable cultural competency and strong language proficiency but also prepares students for advanced study in language and culture or professional credentialing across a variety of career fields.

As it was stated in previous comprehensive reviews, “the design of our Assessment is such that it generates concrete evidence of fulfillment of the SLOs in our upper-division elective CCGs as well as our Languages Program Outcomes. These in turn harmoniously come together with the GER and Integrative Capstone outcomes determined for UAA: Knowledge Integration, Critical Thinking, Effective Communication, Information Literacy, all within the context of a globalized society of [REDACTED] peoples and cultures, which constitutes the core of the overall UAA mission. Our curriculum stimulates students to develop the ability to relate to [REDACTED] cultures and thus reflect on their own.” (EPR, 2019)

Describe actions taken to improve student learning for these outcomes. (3500 characters or less)

We continuously enhance upper-division courses by incorporating supplementary materials that strengthen students' reading and writing skills. Through targeted grammatical drills, frequent practice, and structured exercises, students gain greater accuracy in language use, improving their overall comprehension and writing abilities. Our language conversation tables and interactive activities beyond the classroom, such as small group discussions during office hours, provide valuable opportunities for students to engage with the language in meaningful ways. These initiatives have been highly effective in reinforcing both spoken and written skills, ensuring that students who face challenges with the material receive the support needed to succeed.

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Recognizing the importance of a smooth transition from secondary to post-secondary language learning, we have actively explored articulation between UAA and ASD to strengthen pathways for high school students entering our program (especially through Middle College). While some students experience difficulties adapting to college-level coursework, our mentorship and structured academic support help bridge this gap. We emphasize the development of strong study habits, as well as grammatical accuracy, close reading, and text analysis, all of which are essential for advanced language acquisition.

Our approach not only supports students directly through individualized guidance and tutoring but also extends to collaborations with high school teachers. Through workshops and conferences, we share strategies to address common challenges in language learning, ensuring that students build strong foundations before entering college.

Describe evidence that these actions are working. (3500 characters or less)

For evidence of the effectiveness of our initiatives, please refer to Sections 1.C. and 4.C.

- b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such as the C-RAC Standards. (3500 characters or less)**

While we do not hold specialized accreditation, our program aligns with the nationally recognized ACTFL Guidelines. We actively collaborate with ACTFL to stay at the forefront of language pedagogy and with AAC&U to enhance student professional development and workforce readiness. Additionally, we work with faculty experts in pedagogy, student recruitment, curriculum design, and technology integration to continuously refine and strengthen our language programs.

The department places a strong emphasis on mentor-student research collaboration. Through innovative course design and high-impact practices, faculty engage students in one-on-one mentoring and collaborative research. These efforts have led to notable achievements, including the publication of a student research paper in the undergraduate journal *El Cid*.

Languages faculty actively encourage students to participate in UAA Study Abroad programs in alignment with the International and Intercultural Values Statement. While the pandemic temporarily disrupted participation, the program is recovering and regaining momentum. In the 2023-2024 academic year, a Japanese program student studied at Hokkaido University of Education, while another studied at Nagoya Gakuin University in Fall 2024. 14 students studied in Spanish speaking countries. Faculty support students at every stage, from identifying programs and evaluating course equivalencies to ensuring seamless credit transfers. Many study abroad participants continue into upper-division courses and contribute to Anchorage School District immersion programs, gaining pre-professional teaching experience.

We offer a diverse curriculum in second-language acquisition at all levels, incorporating film and media studies, drama, comparative literature, translation, gender studies, and cultural analysis. These courses strengthen communication and research skills, encourage respectful engagement with different perspectives, and foster cross-cultural understanding. As a result, graduates are well-prepared for graduate school, internships, and careers both domestically and internationally. In Spring 2024, the department has also introduced an internship course and a capstone class to expand professional development and interdisciplinary engagement.

In alignment with CAS World Class Creativity, since 2020, tripartite faculty have co-authored nine articles in Tier 1 publications and two book chapters, co-edited a volume for Routledge, and presented at nine conferences, including one international keynote. Faculty have also chaired conference panels, served as associate editors for academic journals, and reviewed submissions for international conferences and symposia. All faculty contribute to academic excellence by serving as readers and reviewers on master's and doctoral committees and collaborating with students on research publications and conference presentations. Additionally, faculty continue to serve on prestigious national and international scholarship review committees, including Fulbright.

During the pandemic, faculty underwent intensive training to transition courses to online delivery, earning recognition for innovative teaching and instructional design. As a result, the department now offers courses in synchronous, asynchronous, and hybrid formats. Moving forward, we aim to maintain a diverse mix of delivery options to meet the needs of students, community partners, and workforce demands across Alaska.

4. Demonstrate student success and the closing of achievement gaps.

- a. Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any achievement gaps. The Student Success program review metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. (3500 characters or less)**

The course pass rates for undergraduate lower-division classes have consistently been high across all years under review, ranging between 78% and 95% for both full-time and part-time students. These rates demonstrate the program's success in engaging and supporting a broad spectrum of learners, including those who may be new to the study of language. However, we recognize that the variation in pass rates—while relatively minor—may be influenced by differences in student preparation, scheduling challenges, or external factors that affect part-time learners. To help with that, we offer robust tutoring services, and we are working to more effectively promote and encourage students to take advantage of these support resources. Our true strength lies in the undergraduate upper-division courses, where success rates consistently range from the high-80s to the mid-90s percentile. This trend indicates the program's effectiveness in guiding students toward higher levels of language proficiency and cultural competency. Upper-division students tend to have greater access to individualized feedback, intensive writing assignments, and small group discussions, which are hallmarks of our teaching approach. We believe these methods foster a deep engagement with the material and contribute to the higher success rates.

When examining the disaggregated data, we notice relatively consistent performance across demographic groups, but minor disparities in achievement are evident in some areas. For example, part-time students in lower-division classes occasionally have slightly lower pass rates compared to their full-time counterparts. This difference may stem from challenges such as limited opportunities for language practice, reduced engagement with peer interactions, or external commitments that restrict study time. To address this gap, we are introducing more flexible course delivery options, including online and asynchronous formats, to better meet the needs of part-time students and accommodate their diverse schedules.

Another key observation is the high retention of students who advance from lower- to upper-division courses, suggesting that those who remain in the program are well-prepared and motivated. This progression aligns with our program's strategic focus on student-centered pedagogy and alignment with ACTFL standards, which prioritize proficiency-based learning outcomes. Nonetheless, we are mindful of the potential attrition between lower- and upper-division courses and are actively exploring ways to improve this transition, such as enhancing our advising practices to better communicate the benefits of pursuing a language major or minor and emphasizing career opportunities tied to advanced language skills.

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To further promote [REDACTED] outcomes, we have implemented several initiatives designed to close achievement gaps for underrepresented students. These include adopting culturally responsive teaching practices, incorporating varied materials that reflect the backgrounds and experiences of our students, and engaging with student clubs to foster a welcoming learning environment. Additionally, our faculty participates regularly in professional development, focusing on equipping our students with the awareness needed to foster an [REDACTED] environment.

- b. Numerous US universities, and a number of programs across UAA, have holistically evaluated their programs and courses to look for unintended barriers to student success. For example, the Purdue IMPACT (Instruction Matters: Purdue Academic Course Transformation) effort between 2011 and 2018 resulted in 325 courses being redesigned to incorporate research-based strategies known to increase student outcomes, while maintaining academic quality and rigor. Other efforts have involved course sequencing and scheduling, resulting in improved success even for [graduate students](#). Please consider your program's graduation rate, course pass rates, and similar data sources to reflect on any barriers to students moving through the curriculum, and describe what steps you have taken (or are planning to take) for possible redesign of gateway courses, course sequence changes, course scheduling, or similar efforts. (3500 characters or less)**

While we have been making curricular and scheduling changes throughout the review period, it is since last year that we have undertaken several significant curricular and programmatic changes (these are discussed under #8 Assess Program). This year, we have held numerous meetings to redesign the degree offered by the department. One of the primary changes involves reducing the number of credits required for courses beyond the elementary levels, while striving to maintain the rigor and quality of instruction.

We are also developing new language courses taught in English that provide an introduction to global cultures. These courses aim to help students gain intercultural fluency, one of the university's core competencies, without requiring them to major in a specific language. These courses will also benefit our language majors by broadening their cultural perspectives. Additionally, we are introducing a minor in culture that emphasizes the appreciation of languages and cultures.

Another significant improvement is the elimination of hidden credit requirements for courses that assume a certain level of language proficiency. While the majority of our students come from the school district with varying degrees of proficiency, we have now structured these courses to count toward the credit requirements for both the minor and the major from the outset, making it easier to complete the degree.

These changes reflect our commitment to making our programs more accessible, [REDACTED] and aligned with the needs of our [REDACTED] student population while maintaining academic excellence.

In addition, as mentioned previously, we have developed an internship course, LANG A495, as part of our commitment to Career-to-Career (C2C) high-impact strategies. This course provides students with valuable opportunities to apply their language skills in real-world contexts, bridging the gap between academic learning and professional practice. Through LANG A495, students gain hands-on experience, enhance their intercultural competence, and develop skills that are directly transferable to careers in a variety of fields. By integrating internships into the curriculum, we aim to empower students to make meaningful connections between their studies and their future professional goals.

- c. Provide evidence of the overall success of students in the program. For example, you might talk about the percent of students in post-graduation employment in the field or a related field, the percent of students who go on to graduate school or other post-graduation training, and/or the percent of students**

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who pass licensure examinations. You might also give examples of students who have been selected for major scholarships or other competitive opportunities. [Please do not use personally identifiable information.] (3500 characters or less)

The success of our graduates highlights the transformative role of UAA's Department of Languages in preparing students for professional and academic opportunities. Many secured paid positions aligned with their long-term career goals, received prestigious scholarships, or pursued advanced degrees. Their placements showcase the demand for language skills in government, education, legal services, and nonprofit sectors. Graduates work in government and law and have secured roles with the U.S. State Department and the Alaska Public Defender's Office. One former student transitioned from working as a human rights investigator for the State of Alaska to serving as an education specialist at ASD. Another, a past Fulbright recipient to Spain, is now a research assistant at Lakehead University in Ontario while pursuing a Ph.D. Others have built careers in business, community engagement, and research, including positions at Profitable Ideas Exchange in Montana, Anchorage Parks and Recreation, and as a language access liaison. One graduate works as a bilingual executive assistant at a nonprofit in Ecuador. Education remains a major field for our graduates; three Spanish and four German program graduates are now high school teachers in the ASD. The German program has produced educators, with alumni teaching at Dimond and Service High Schools, Rilke Schule, Central Middle School, and Inlet View Elementary. Several work as ESL teachers, German science instructors, and teaching assistants in immersion programs. Others have taken on specialized roles such as a Tourism Department Specialist at the Anchorage Visiting Center and a conference interpreter in German for the European Commission in Brussels. One graduate was selected as the Japan Exchange and Teaching (JET) Program's Coordinator for International Relations in Japan. Many others contribute to local and international NGOs, using their skills in translation, cultural mediation, and advocacy.

Graduates have consistently earned competitive international scholarships. Six alumni from the German program were awarded USTA scholarships to teach in Austria. Two French graduates were selected by the French Embassy to teach English in France, while a Spanish graduate received a scholarship from the Spanish Ministry of Education to work as a teaching assistant in Spain. The Japanese program has a history of producing winners in the Alaska Nihongo Contest, particularly in the skit and speech categories. One student, recognized as an Outstanding Speech Contestant, was invited to Japan by the Ministry of Foreign Affairs through its Japan-Understanding Promotion Exchange Program.

Many graduates continue their education in competitive master's and doctoral programs. Alumni have pursued M.A. degrees in Linguistics at UAF and Spanish at Portland State University, while one Ph.D. recipient is now a Spanish instructor at the University of South Carolina. The German program has produced graduates accepted into specialized fields, including a Master of Arts in Teaching at Grand Canyon University, a graduate program in Speech-Language Pathology at Western Washington University, and a Ph.D. in Germanic Studies at Indiana University. Other German graduates pursuing interdisciplinary studies include Master's in Anthropology, in Library and Information Science, in Translation, and in Dietetics and Nutrition. One graduate of French is currently completing a Master in Teaching at UAS.

5. Demonstrate demand for the program.

- a. Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours,**

Number of Program Graduates Who Continue Education, and Number of Program Graduates Who Return to UAA to Pursue an Additional Program. (3500 characters or less)

As a small department with limited enrollment, our sample sizes often prevent statistically significant trend analyses, making it challenging to track precise patterns. Despite these constraints, a 39% ratio of out-of-discipline credit hours reflects strong interdisciplinary appeal, highlighting our relevance and value beyond the core discipline.

Although enrollment declined following the pandemic, we are seeing gradual recovery. We aim to prioritize efforts to secure support for effectively highlighting the relevance and value of our programs to students. It remains essential to emphasize the critical role of language skills in workforce development and employment opportunities, as demonstrated by current data. In the U.S., industries such as healthcare, law, business, engineering, and education actively seek professionals with cultural competence and proficiency in languages other than English. A 2019 ACTFL survey found that 9 out of 10 employers rely on employees with non-English language skills, 1 in 3 face a language skills shortage, and 1 in 4 has lost business due to this gap. To the U.S. Bureau of Labor Statistics, employment in these fields is projected to grow 2% between 2023 and 2033. The demand for American Sign Language (ASL) interpreters is also expected to rise due to the growth of video relay services. While AI-driven tools exist, human expertise remains essential, particularly for widely used languages like French, German, Russian, Spanish, and Japanese. Data from the Alaska Department of Labor and Workforce Development confirm similar trends at the state level.

Our program equips students with the linguistic and cultural competencies required for high-demand careers, including speech-language pathology, foreign language teaching, interpreting, translation, and area studies. However, the impact of our graduates extends beyond these traditional roles to pursue graduate studies in Medicine, Law, Business, Nursing, Aviation, Psychology, and Environmental Sciences. Through strong faculty mentorship, our graduates have secured competitive positions with the U.S. Department of Defense (Critical Language Scholars), the French and Spanish Ministries of Education, the Japanese JET Program, the Congress-Bundestag in Germany, the U.S. Fulbright Program (Ecuador, Germany, Spain), the U.S. Rotary Ambassadorial Scholarship (Germany), and USTA Fulbright Austria.

Despite UAA not categorizing Languages as a “high-demand” field, national, state, and federal statistics provide evidence that bilingualism and biculturalism are among the most highly sought-after critical skills in today’s professional world. This advantage extends beyond language-specific careers—Forbes (2023) emphasizes that bilingualism enhances communication, problem-solving, decision-making, and multitasking—all critical workplace skills. Companies expanding into global markets rely on multilingual employees to navigate cultural nuances and build stronger client relationships. In the U.S., where millions prefer communicating in languages other than English, bilingual employees play a key role in expanding market reach and improving customer relations. The 2017 Congressionally Commissioned Report on Language Learning, underscores the urgent need to expand the nation’s bilingual and biliterate population. It highlights how language proficiency enhances national security, fuels economic and job growth, and unlocks the full educational potential of all students.

6. Demonstrate program productivity and efficiency.

Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend,

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Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. (3500 characters or less)

Due to the small size of our sample data, achieving statistically significant results is challenging, making it difficult to conduct precise trend analyses. However, one clear trend is the decline in the Student Credit Hours (SCH) to full-time equivalent faculty ratio. Despite this, our program operates efficiently at a lower cost, thanks to a strategic staffing model that combines four full-time faculty members with highly qualified adjunct instructors who are experts in their respective fields. For instance, for Fall 2025, 15 courses will be taught by adjunct faculty and 12 by full-time faculty, meaning 44% of our curriculum will be led by full-time professors. This balanced approach optimizes resources while maintaining high academic standards. Adjunct instructors not only reduce costs but also bring invaluable expertise and community connections. Many work in school districts, serve on national and regional language boards like PNCFL and AFLA, or contribute to local cultural organizations like Enlaces and Sol de Medianoche. Their engagement strengthens UAA's visibility and community impact. An example of this outreach is the work of adjuncts who helped organize exhibitions on display at the Anchorage Museum (they not only highlight Alaska's growing Latino community but also showcase the role of UAA's Department of Languages in cultural education and outreach).

Our faculty play a critical role in program development, interdisciplinary collaboration, and student success. They actively contribute to the Honors College Advisory Board, mentoring students in the Global and Multicultural track, chairing committees, and reviewing scholarships. They also support Education Abroad programs, ensuring students are prepared for international learning experiences. With expertise in multiculturalism and global studies, faculty frequently serve in initiatives under the Chancellor's direction. They also participate in interdisciplinary programs such as CAFE, Learning Commons, and Mentoring C2C Fellows on Intercultural Fluency. Additionally, they support student recruitment and retention efforts through Admissions events like Preview Days and Kids2College, as well as mentoring through TRIO programs and UAA Showcase.

The department offers weekly Clubs and Conversation Tables, providing free language skill development and cultural education for both the university and the broader Anchorage community. These programs ensure that students and community members have consistent opportunities to engage in language learning outside the classroom. Our faculty's work directly supports UAA's Strategic Plan 2027, particularly in promoting [REDACTED] and community engagement (Aspiration #2). By integrating language and cultural education into the broader university experience, the department enhances student learning and strengthens UAA's mission.

A significant portion of our students are military personnel, ROTC students, and military spouses, who enroll in our language courses while stationed in Anchorage. These students enhance their communication skills and cultural competency before deployment, ensuring they are better prepared for cross-cultural interactions abroad.

Our program directly supports UAA's mission to serve diverse student population, including those in military and government careers.

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. (3000 characters or less)

We have an Excellence in Languages Fund which is our only extramural funding resource covering all languages. We participate in raising funds during UAA fundraising campaigns (e.g. Giving Day). In 2024, we were able to raise \$2,800. Languages' student-club members and respective faculty club advisors work to raise funds on campus which are utilized to organize educational events for the UAA community. Our Excellence in Languages with French Emphasis Fund currently contains \$1,312. The Montgomery Dickson for Japanese Language and

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Center organizes cultural events, including activities at the UAA Japan Center Tea Room, and works on cultivating diplomatic alliances between Alaska and Japan.

As a recent development, we are excited to have a community donor who has started an endowment (\$30,000.00) to benefit students that are studying German at UAA. The money will be able to be used for programmatic support and scholarships. We think that this financial support will encourage Alaskan high school students to pursue a dual or single B.A. degree in Languages.

7. Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system? (2500 characters or less)

The Department of Languages preserves its distinctiveness by being an essential constituent of quality language and culture delivery in the State of Alaska. It works directly with the Anchorage School District which stands out for having the biggest number of language programs and immersion opportunities in our State. ASD high schools offer a diverse range of foreign language programs, including French, German, Japanese, Russian, and Spanish immersion. ASD and UAA's Department of Languages build a pipeline to smoothly transition students from secondary education to post-secondary education and ultimately into careers as bi- and/or multilingual/cultural individuals.

While UAF has a Languages Program and UAS offers a few Spanish courses each semester, it is of vital importance to support a Languages Program at UAA due to a vibrant mix of languages and cultures within Anchorage's K-12 education system. Despite the declining trend, data show that we still have the largest number of college enrollments and graduates in languages statewide. Research by Chad Farrell, former UAA Professor of Sociology, reveals that over 100 languages are spoken in the Anchorage School District (ASD). As stated on the ASD World Languages website, "Approximately 8,000 ASD students are enrolled in a world language class or immersion program annually." Given these numbers, it is imperative that UAA continues to offer language and cultural education to serve this diverse student population. Our program plays a vital role in recruiting and retaining Anchorage's most academically promising college-bound students, allowing us to compete with top institutions nationwide. Many of our graduates apply for international scholarships, internships, and teaching assistantships in foreign countries and represent UAA, their alma mater, abroad, bringing prestige to our University. They fulfill UAA's aspiration "World Class Creativity." As part of the Humanities, we equip students with the ability to "understand others through their languages, histories, and cultures.... The humanities develop informed and critical citizens. Without the humanities, democracy could not flourish" (Stanford University Humanities Center). Through this commitment to educating globally-minded citizens, we take pride on being a pillar of internationalism and interculturalism in Anchorage.

8. Assess the strengths of your program and propose one or two action steps to address areas that need improvement. (4000 characters or less)

Languages is one key department where UAA's core competency "Intercultural Fluency" comes to life, both in the context of its academic courses and extracurricular activities. Our program is small when compared to some of its nationwide counterparts, but it is collaborative, efficient, and tightly knit. The faculty brings in expertise from different institutions of the world and the US.

We uphold national standards when teaching and assessing our curriculum. ACTFL and High-Impact Educational Practices as defined by the Association of American Colleges and Universities (AAC&U) are our guidelines. As a result, students have seamless success during their yearlong scholarships/teaching assistantships in the target countries (Austria, France, Germany, Japan, Spain). These standards are applied to each level of linguistic and

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cultural proficiency. Language section coordinators keep themselves apprised of changes and updates by attending national webinars and attending conferences.

We work towards building community and connections through effective engagement. The tutoring program focuses on student learning through peer-to-peer support. This program, along with the personalized mentorship that the faculty offer their students, aligns with CAS' "Students First" initiative.

Global learning and cross-cultural understanding are achieved through work in our language/culture clubs and conversation tables (ASL, German, Japanese, and Spanish). Our culture-focused community events familiarize attendees with UAA: open houses for the ASD students and teachers, panels such as our monthly panel conversations, international film festivals, and potluck gatherings are open to the community and attended by all who value building better relationships by language/culture exposure. These endeavors correspond to CAS' "Be the Public Square and Embrace our Differences" initiatives.

Our record of student success is aligned with UAA's mission. During the review period, 10 graduates have received yearlong international scholarships: US Fulbright (1 Spain, 1 Germany) and USTA (8 Austria) bringing the number of the department's prestigious international scholarship awards to a total of 56 since 2003. As we are writing this review, we have word that the two applicants (to Germany and Austria) have successfully passed the first round of the competition. Graduates from the ASD K-12 language programs who are preparing for a career within the global market at home or abroad, look at UAA's language program for collegiate language study opportunities. As an institution of higher learning in Anchorage, it is important that UAA continue providing language education in order to present ourselves as globally competent and welcoming. "The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence" is ACTFL's position statement that we take to heart.

Proposed Make-Over: Languages has been one of the hardest hit disciplines by the pandemic; the quality of the program remains high but our enrollments have suffered. Although some disciplines have been able to recover more quickly, this takes longer for Languages. Part of the problem lies in the fact that language study is not a requirement. This coupled with the time and effort mastering a language takes, causes initial hesitation to pursue a language degree. Many students, however, do realize that language is as relevant to their future career paths as other disciplines. To this end, we have worked on a comprehensive plan of a programmatic make-over. The plan includes reducing credit numbers for language courses and the minor, eliminating hidden prerequisites within the major, developing a culture and language minor, and developing UD courses in English. If we are given the chance, we will implement the proposed changes within one-two semesters. The detailed revision plan has been submitted to the Dean for her consideration.

Committee chair first name last name: Rebeca Maseda García

Date: Select date.

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

1. Evaluation of Progress on Previous Recommendations

For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. (2500 characters or less for each recommendation)

Recommendation 1: Continue to provide high quality language instruction, focusing on the languages and majors the program currently supports. Recommendation has been met.

The program offers high-quality language courses, with students achieving strong results on the language exit exam and graduates demonstrating notable accomplishments. The program's assessment process is robust and shows that the program student learning outcomes are being met. However, since entry-level language courses are not included in the BA degree, they are not included in the assessment process. The department is encouraged to explore ways to evaluate these courses, which are predominantly taught by adjunct faculty, to ensure consistency across sections, adherence to SLOs, and a high standard of instruction.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

2. Centrality of the Program (2000 characters or less)

The program effectively fosters cross-cultural and global awareness, utilizing the American Council on Teaching Foreign Languages (ACTFL) guidelines to shape and inform student learning outcomes. The report provides a thorough analysis of how the program integrates the core competencies into the curriculum.

3. Program Quality and Improvement (2000 characters or less)

The department's assessment process for the major demonstrates that students are successfully achieving the Student Learning Outcomes (SLOs). Faculty employ effective pedagogical practices in the classroom to enhance student learning and provide high quality courses. Faculty also participate in activities, such as language tables, to foster learning beyond the classroom. Additionally, the faculty follow the guidelines set forth by the American Council on Teaching Foreign Languages (ACTFL). As mentioned in the report, the faculty are working with ASD to strengthen pathways.

4. Student Success and the Closing of Achievement Gaps (2000 characters or less)

The program demonstrates positive outcomes in terms of student success, with good pass rates observed in both lower and upper-division courses. However, challenges persist, such as the low junior graduation rates, which have a median of 45% and remain unaddressed in the report. The faculty are actively implementing changes to the major and minor, including the removal of hidden prerequisites and the introduction of new courses, to enhance accessibility and support student progress. Additionally, the report provides a detailed summary of the program's graduates, showcasing their accomplishments and underscoring the long-term impact of the program on its students.

UAA, along with institutions nationwide, is prioritizing affordable textbook options to support student retention. However, many entry-level language courses still require textbooks costing over \$100. Faculty are encouraged to explore strategies to reduce these costs and assess whether they pose a barrier to enrollment and student success.

5. Demand (2000 characters or less)

Out-of-discipline credit hours have remained stable over the past five years, while both the total SCH and the number of graduates have shown a steady decline during the same period. The faculty have sought to address this decrease in demand by focusing on strategies to emphasize the relevance and value of the programs as well as through recruitment and outreach activities.

Enrollment in language courses has been declining at UAA, reflecting a national trend that began in the early 2010s. According to the Modern Language Association, enrollments in languages other than English fell by 16.6% between fall 2016 and fall 2021, a decline further intensified by the pandemic. According to the data

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provided, in 2024, only eight degrees were awarded across the four languages options, highlighting the ongoing challenge

6. Productivity and Efficiency (2000 characters or less)

The data indicate a consistent decline in the number of graduates and the SCH per FTEF. The FTES-to-FTEF ratio is notably low, approximately half the university average. According to the report, the program relies heavily on adjunct instructors to teach lower-level language courses, making it financially efficient at the introductory level. However, the low-enrollment upper-division courses for majors are the primary factor behind the lower SCH and FTES metrics. Thus, while the department delivers lower-level language courses efficiently, this efficiency does not extend to the upper-division offerings.

7. Duplication and Distinctiveness (2000 characters or less)

The Department of Languages preserves its distinctiveness by being an essential constituent of quality language and culture delivery in the State of Alaska. It works directly with the Anchorage School District which stands out for having the biggest number of language programs and immersion opportunities in our State.

8. Strengths and Ideas for Moving Forward (2000 characters or less)

The report effectively highlights the program's strengths. Despite maintaining high quality, enrollment has shown a consistent decline. Looking ahead, the department is preparing to revamp the major to address this trend.

Dean's Final Evaluation

I commend the program for: (number and list the specific commendations in the narrative box, 2000-character limit)

- Commitment to Students: Faculty demonstrate dedication to student success, fostering an [REDACTED] and supportive educational environment.
- Expertise and Passion: Faculty excel in their subject matter and exhibit enthusiasm for advancing their discipline.
- Recruitment and Community Engagement: Faculty actively collaborate with the K-12 community and contribute to broader outreach, recruitment, and development initiatives.
- Curriculum Development: Faculty are recognized for work done to reimagine the major and for delivering courses that engage students in new and dynamic ways.

I recommend that the program: (number and list the specific recommendations in the narrative box, 2000-character limit)

The current structure of the language major, with four single-language tracks and a dual-language track, is not sustainable with the current number of majors. While the faculty's recruitment efforts are commendable, these actions alone are insufficient, making program changes necessary. As noted in the report, the faculty have begun developing a "proposed makeover" and have submitted this plan for review. Although their efforts are commendable, the proposed plan does not adequately address the enrollment challenges. Requiring nearly 30 unique credits per language track is unsustainable. A more streamlined and adaptable structure will be necessary to improve viability. The faculty are encouraged to continue refining the plan, particularly by considering alternative

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entry points into the major, such as cultural studies or interdisciplinary courses, rather than depending solely on language instruction and speaking-focused classes.

Reimagining the minor should also be a priority, as it could attract a broader range of students and serve as a less-intensive pathway into the program. Furthermore, it is important for the department to examine introductory courses, focusing on reducing textbook costs, investigating modes of delivery, and ensuring consistent, high-quality instruction across all sections. These steps will be critical in creating a sustainable and engaging program.

Specifically, I recommend that the program:

1. Revamp the language major to make it more sustainable. Reduce the number of unique credits required for each track or reduce the number of tracks. Introduce alternative entry points to the major.
2. Reimagine the minor to make it a more accessible and appealing option for students. Incorporate flexible course selections, such as electives focusing on culture, film, or pop culture.
3. Evaluate the structure and delivery of entry-level courses. Reduce textbook costs and ensure consistency in quality of instruction across all sections.

Dean's overall recommendation to the provost: Continued Review -- Program is required to address specific issues and to undergo a follow-up review.

If an Interim Progress Report is proposed, recommended year: N/A

If a Follow-up Program Review is proposed, recommended year: AY2027

Proposed next regular Program Review: N/A

Dean first name last name: Jenny McNulty

Date: 3/31/2025

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE SECTION (Due within one week of receiving dean's review)

Are you submitting an optional response? If yes, add your response below, enter your name and date, and follow the guidance below for submission. If no, enter your name and date, and follow the guidance below for submission.

No

Optional Response: *(10,000 characters or less)*

Committee chair first name last name: Rebeca Maseda Garcia

Date: 4/4/2025

END OF PROGRAM OPTIONAL RESPONSE SECTION

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PROVOST SECTION (Due on August 1)**Provost's commendations, additional or adjusted recommendations, if any, and other general comments (3500 characters or less):**

I strongly concur with the dean's commendations. I also would like to add a call out to the program for their commitment to working with and supporting part-time students, and I encourage them to share any successful practices with their colleagues in other programs, perhaps through programming through the Center for Advancing Faculty Excellence.

I also concur with the dean's recommendations, and note that the previous recommendation has been met. I am adjusting recommendation 1 to be, "Revamp the languages major to make it more sustainable. Use all available data to inform which, if any, languages to reduce. Eliminate the dual languages option, and consider the dean's other recommendations as you redesign the major. The curricular changes should be completed in AY26." For recommendation 2, I am adding, "Reduce the minor to 18 credits and allow 100-level courses to count." I also fully support recommendation 3.

Finally, I am asking that over the next year or so faculty holistically review the overall design of their program(s) within the framework of UAA's dual mission and make changes accordingly. As per accreditation standards, degrees must demonstrate breadth, depth, and appropriate sequencing of coursework. UAA's core competencies provide a mechanism for breadth, as do the general education requirements for associate's and baccalaureate degrees. Whenever possible, students are able to complete UAA programs within the Board of Regents' minimum credit requirements, ensuring programs are affordable financially and in terms of a student's commitment of time. UAA programs provide clear and streamlined pathways into and through the credential, not requiring specific Tier 1 and Tier 2 GERs, ensuring no hidden prerequisites, requiring prerequisites only when clearly tied to success in the course, and, whenever possible, standardizing prerequisites across courses at a particular level within the credential. Credentials within the same discipline or related disciplines clearly stack one within the next, providing students flexible, streamlined opportunities to earn one credential and return to UAA at a later time to complete the next level. Finally, programs formally acknowledge appropriate alternative credit paths, allowing students to take advantage of prior learning and avoid unnecessary credit accumulation.

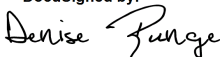
Provost's decision: Continued Review -- Program is required to address specific issues and to undergo a follow-up review.

Interim Progress Report: N/A

Follow-up Program Review: AY2027

Next regular Program Review: N/A

Provost's signature:

DocuSigned by:

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Date: May 9, 2025