

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM**(Due October 15 to the dean)****PROGRAM SECTION (Due to the dean on October 15)****Submission date:** October 15, 2021**Submitted by:** Cathy Coulter, Program Lead, cacoulter@alaska.edu**Program(s) covered in this report:** Language Education**College:** School of Education**Campuses where the program(s) is delivered:** X ☐ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC**Specialized accrediting agency (if applicable):** Teaching English to Speakers of Other Languages (TESOL) and Council for the Accreditation of Educator Preparation (CAEP).**INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES**

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four “core competencies” at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

- 1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.**
 - **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)** I would hope that students would say that this program changed their classroom practice as it relates to not only culturally and linguistically diverse students, but all students. I would also hope that students would say they became teacher leaders who helped others in their own unique professional practice.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?** ☒ Yes ☐ No

If yes, please briefly describe. (500 characters or less)

A model for the university is the action research project, which allows candidates to explore their own unique questions within their school context and with support from research in the field. It is a wonderful project that allows candidates to become practitioner scholars with skill and autonomy over their own practice.

Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency? ☐ Yes ☒ No

If yes, please briefly describe. (500 characters or less)

PROGRAM STUDENT LEARNING OUTCOMES

- 2. Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

1. Demonstrate understanding of language as a system and demonstrate a high level of competence in helping language learners acquire and use the new language in speaking, reading, and writing for social and academic purposes. *Exceeded faculty expectations*
2. Understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. *Exceeded faculty expectations*
3. Know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support an individual student's learning and apply this knowledge to improve teaching and learning. *Exceeded faculty expectations*
4. Know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement. *Exceeded faculty expectations*
5. Know, understand, and apply concepts from research to plan instruction in a supportive learning environment for language learners. *Exceeded faculty expectations*
6. Understand various issues of measurement (e.g., equity; cultural and linguistic bias; and political, social, and psychological factors) in assessment, IQ, and special education testing; the importance of standards; and the difference between language proficiency and other types of assessment. *Exceeded faculty expectations*
7. Serve as a professional advocate and resource for language learners and the community. *Exceeded faculty expectations*

3. Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)

In AY21, the Language Education program collected data for these student learning outcomes, which are aligned with both TESOL and CAEP standards, by collecting six Program Key Assessments and analyzing the data according to rubrics (Key Assessments and Rubrics have gone or are going through content validity and reliability studies.) In addition, we will be collecting data from Employers and Alumni surveys (in AY22). Data were shared and discussed with Program Faculty and will be discussed with the Language Education Advisory Board this October, 2021. Additional data include entry, midpoint, and exit data including a writing assessment, GPAs (entry and exit), and individual and cumulative scores on Program Key Assessments.

20-21=Spring, Summer, Fall 2020 and Summer Fall Spring 20-21

AY21 Aggregated Assessment Data	N = Number of Assessments = 6 Number of Students Assessed =Variable (17 total)						
Indicator							
Passing score = 2	% Meet/Exceed d Expectations	Average	Frequency Distribution				
			1	1.5	2	2.5	3
TESOL 1.a.: Language as a System	95%	2.51					
1.a.1. Demonstrates knowledge of the components of language and language as an integrative system.	100%	2.61	0	0	6	9	12
1.a.2. Apply knowledge of <i>phonology, morphology, syntax, and pragmatics</i> to help ELLs develop oral, reading, and writing skills in English.	85%	2.5	0	4	5	5	13
1.a.3. Demonstrate knowledge of rhetorical and discourse structures as applied to ESOL learning.	96%	2.52	0	1	9	5	12
1.a.4. Demonstrate proficiency in English and serve as a good language model for ELLs.	100%	2.42	0	0	4	6	2
TESOL 1.b.: Language Acquisition and Development	99.5%	2.80					
1.b.1. Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.	100%	2.78	0	0	5	7	27
1.b.2. Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development.	100%	2.7	0	0	2	5	8
1.b.3. Recognize the importance of ELLs’ L1s and language varieties and build on these skills as a foundation for learning English.	97.5%	2.65	0	1	6	12	20
1.b.4. Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English.	100%	2.85	0	0	2	3	19
1.b.5. Understand and apply knowledge of the role of individual learner variables in the process of learning English.	100%	3.00	0	0	0	0	27
TESOL 2: Culture as It Affects English Language Learning	96%	2.59					

2.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.	97%	2.67	0	1	6	4	18
2.b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.	100%	2.53	0	0	7	13	9
2.c. Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.	100%	2.69	0	0	5	8	16
2.d. Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families	95%	2.81	0	2	2	5	30
2.e. Understand and apply concepts about the interrelationship between language and culture.	94%	2.46	0	3	13	17	15
2.f. Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.	93%	2.44	0	5	23	22	24
2.g. Understand and apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.	95%	2.52	0	2	16	3	22
TESOL 3.a. Standard 3.a. Planning for Standards-Based ESL and Content Instruction	91%	2.31					
3.a.1. Plan standards based ESL and content instruction.	90%	2.36	0	3	10	8	8
3.a.2. Create supportive, accepting classroom environments.	100%	2.47	0	0	9	13	7
3.a.3. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency learning styles, and prior formal educational experiences and knowledge.	93%	2.33	0	2	10	13	4
3.a.4. Provide for particular needs of students with interrupted formal education (SIFE).	90%	2.26	0	3	11	12	3
3.a.5 Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives.	82%	2.12	0	7	11	8	3
TESOL 3.b. Implementing and Managing Standards-Based ESL and Content Instruction.	88.4%	2.51					
3.b.1. Organize learning around standards-based subject matter and language learning objectives.	97%	2.84	0	1	13	7	8
3.b.2. Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.	97%	2.59	0	1	4	13	11
3.b.3. Provide activities and materials that integrate listening, speaking, reading, and writing.	93%	2.47	0	2	6	13	8
3.b.4. Develop students' listening skills for a variety of academic and social purposes.	42%	1.92	0	5	5	1	1
3.b.5. Develop students' speaking skills for a variety of academic and social purposes.	100%	2.5	0	0	6	16	6
3.b.6. Provide standards-based instruction that builds on students' oral English to support learning to read and write.	93%	2.61	0	2	5	5	15
3.b.7. Provide standards-based reading instruction adapted to ELLs.	89%	2.69	0	3	3	2	19
3.b.8. Provide standards-based writing instruction adapted to ELLs. Develop students' writing through a range of activities, from sentence formation to expository writing.	96%	2.46	0	1	8	3	14

TESOL 3.c. Using Resources Effectively in ESL Instruction	98.5%	2.35					
3.c.1. Select, adapt, and use culturally responsive, age appropriate, and linguistically accessible materials.	97%	2.43	0	1	11	8	9
3.c.2. Select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1.	100%	2.31	0	0	14	12	3
3.c.3. Employ a variety of materials for language learning, including books, visual aids, props, and realia.	100%	2.36	0	0	13	11	5
3.c.4. Use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content-area instruction for ELLs.	97%	2.29	0	1	12	14	2
TESOL 4.a. Issues of Assessment for English Language Learners	100%	3.0					
4.a.1. Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriately.	100%	3.0	0	0	0	0	15
4.a.2 Knowledgeable about and able to use a variety of assessment procedures for ELLs.	100%	3.0	0	0	0	0	15
4.a.3. Demonstrate an understanding of key indicators of good assessment instruments.	100%	3.0	0	0	0	0	15
4.a.4. Demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs.	100%	3.0	0	0	0	0	15
4.a.5. Distinguish among ELLs' language differences, giftedness, and special education needs.	100%	3.0	0	0	0	0	15
4.b.1. Understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs.	100%	2.87	0	0	1	2	12
4.b.2. Understand the appropriate use of norm-referenced assessments with ELLs.	100%	3.00	0	0	0	0	15
4.b.3. Assess ELLs' language skills and communicative competence using multiple sources of information.	100%	3.00	0	0	0	0	15
4.c.1. Use performance-based assessment tools and tasks that measure ELLs' progress.	100%	2.63	0	0	7	10	15
4.c.2. Understand and use criterion referenced assessments appropriately with ELLs.	87.5%	2.19	0	4	17	6	5
4.c.3. Use various instruments and techniques to assess content-area learning for ELLs at varying levels of language and literacy development.	90%	2.14	0	3	18	5	3
4.c.4. Prepare ELLs to use self- and peer assessment techniques when appropriate.	78%	2.50	0	6	4	1	16
4.c.5. Use a variety of rubrics to assess ELLs' language development in classroom settings.	100%	3.00	0	0	0	0	15
5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts.	100%	2.79	0	0	2	6	16
5.a.2. Demonstrate knowledge of the evolution of laws and policy in the ESL profession.	85%	2.48	1	5	3	17	14
5.a.3. Demonstrate ability to read and conduct classroom research.	100%	2.94	0	0	1	1	22

Advocacy							
5.b.1. Participate in professional growth opportunities.	100%	3.00	0	0	0	0	12
5.b.2 Establish professional goals.	100%	3.00	0	0	0	0	12
5.b.3. Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ELLs in the school	75%	2.04	0	3	6	2	1
5.b.4. Engage in collaborative teaching in general education, content area, special education, and gifted classrooms.	67%	1.92	0	4	7	0	1
5.b.5. Advocate for ELLs' access to academic classes, resources, and instructional technology.	82%	2.30	0	5	7	10	6
5.b.6 Support ELL families.	77%	2.06	0	6	12	7	1
5.b.7. Serve as professional resource personnel in their educational communities.	83%	2.44	0	4	6	3	11

Scoring scale: 3 – Exceeds Expectation, 2.5 – Partially Exceeds Expectation; 2 – Meets Expectation, 1.5 – Partially Meets Expectation, 1 – Approaches Expectation

**4. What are the findings and what do they tell the faculty about student learning in your program?
(750 characters or less)**

The table above shows frequency of scores on each standard (with some indicators/standards evaluated on more than one Key Assessment). Program Key Assessments (PKAs) 1-6 indicate that all candidates meet expectations on TESOL Standards (Average Scores=2.31-3.00 on a 3-point scale). During interrater reliability studies, adjunct faculty expressed that some of the indicators on the rubrics either did not fit the assignment, or were too excessive in terms of expectations for a one semester class. Other assessments not included in the PKAs support areas where average scores are lower [e.g. TESOL 3a (mean=2.31); 3c (mean=2.35); and 5b (mean=2.39)], thus program faculty are considering adding one or two key assessments. One area of continuing challenge is working with culturally and linguistically diverse families, as indicated in Questions 2 and 3 on the Employer/Alumni surveys [2. *Collaborate with culturally and linguistically diverse families to support students' academic development* (14% alumni, 8% employer disagreement) and 3. *Collaborate with culturally and linguistically diverse families to support students' social and emotional development* (14% alumni, 8% employer disagreement)] as well as several indicators on PKA rubrics. As indicated in a stakeholder meeting, this may have more to do with the challenging environment (a homogenous curriculum in the midst of very diverse populations) than programmatic needs. It should be noted that Covid-related stressors for classroom teachers impacted scores on PKAs.

- 5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)**

Faculty recommend revising rubrics for PKAs 3, 5, & 6 so that they better reflect expectations. There are additional assignments (not PKAs) that address working with culturally and linguistically diverse families and the program plans to revise those assignments and consider adding one or two as PKAs. There is some discussion, as well, of conducting follow up surveys, revising survey questions, or seeking additional qualitative data on Questions 2 and 3 of the Employer/Alumni surveys, as faculty expressed that they are unsure of why those scores are consistently lower (e.g., are the questions clear? Do they reflect common understandings?). Finally, as the program is currently under curricular revisions to align with the new 2018 TESOL Standards as well as the 2017 ILA Standards (alongside the Reading Specialist Program at UAS), rubrics will be simplified with indicators that match reasonable expectations for semester-long coursework. Thus, we will build revised PKAs in Spring 2022 and pilot new assessments starting Summer 2022. We will begin validity and reliability studies in Fall 2022.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

- 6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.**

- ☒ Course curriculum changes
- ☐ Course prerequisite changes
- ☐ Changes in teaching methods
- ☐ Changes in advising
- ☐ Degree requirement changes
- ☐ Degree course sequencing
- ☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- ☐ Changes in program policies/procedures
- ☒ Changes to Program Student Learning Outcomes (PSLOs)
- ☐ College-wide initiatives (e.g., High Impact Practices)
- ☐ Faculty, staff, student development

X Other

☐ No changes were implemented in AY21.

If you checked “Other” above, please describe. (100 characters or less)

We are aligning the program with new 2018 TESOL Standards and 2017 ILA Standards and collaborating with UAS for a shared ELL/Reading Endorsement program.

- 7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)** The mean scores on program level key assessments demonstrate that students are meeting or exceeding the learning expectations. However, the faculty concerns about interrater reliability and the alignment of rubrics to assignments will be addressed in the program revisions and transition to the new 2018 TESOL standards this academic year.
- 8.** Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.
- 9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**
None for this year.

DEAN SECTION (Due to the program on January 15)

- 1. Based on the program’s responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? (750 characters or less)**

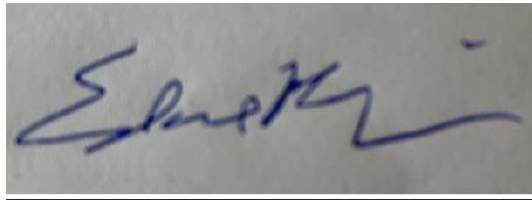
Re: the assessment process and analysis and reporting of assessment findings or results – Much appreciation for the multiple layered and multi-venued review process employed in the EL program. Also I note and appreciate the demonstrated success reported by students across the assessments. A comment I would share is to prompt a review of the expectations held for members of the program as it seems from the reporting of program students and

graduates that many routinely not only meet but also “exceed expectations” in the majority of assessed areas. While such a consistent demonstration of mastery of key learnings is a reflection or indicator of success for students and for the program - it may also concurrently be that the program expectations for student learning might well benefit from a review and adjustments of those expectations.

Re: examples of post-graduate success to highlight - in addition to such readily available metrics as the percent of program graduated who are in post-graduation employment in the field or a related field the program – that program leaders and providers might consider tracking the number or percentage of program graduates who successfully transfer to next level graduate study such as the UAA M.Ed T&L program as a measure of success for the LE program.

2. Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)

Dean's signature:



Date: 2-9-2022