

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

PROGRAM SECTION (Due to the dean on October 15)

After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submission date: 10/11/2021

Submitted by: Natasa Masanovic-Courtney, Assessment Coordinator for LANG BA,
nmasanovic@alaska.edu

Program(s) covered in this report: BA, Languages

(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)

If you selected "Other" above, please identify. *(100 characters or less)*

College: College of Arts and Sciences

Campuses where the program(s) is delivered: Anchorage KOD KPC MSC PWSC

Specialized accrediting agency (if applicable): Select Specialized Accrediting Agency or N/A.

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: N/A

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)**

Courses cover a variety of genres, areas (literature, linguistics, translation/interpretation, business, and films), and time periods from the Middle Ages to the 21st century develop communication skills and provide diverse intercultural perspectives. The courses challenge students to explore domains outside the familiar and engage responsibly with the community. Co-curricular activities (clubs and conversation tables) and tutoring services reinforce the skills acquired in the classes.

- **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)

Our Tutoring Program is a learning community: students improve their language skills and gain confidence. The program also supports our international students, some of whom are employed as language tutors. These students are able to meet fellow students through their employment, join language clubs/conversation tables, and feel as members of their new community. Tutors contribute to a sense of camaraderie among language students by joining in the teamwork of cross-cultural appreciation.

- **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)

Our graduates have become effective participants in the work force (e.g. Alexa Team Leader for Amazon, ASD Teachers and Speech-Language Pathologists, University and Community Librarians, Instructors for Language Institutes, Certified Interpreters and Translators, National Park Event Coordinators, Peace Corps/Red Cross Aides.). More opportunities through national/international scholarships, internships with global companies, and community partnerships will greatly support our students.

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.**

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

- i. communicate effectively in both spoken and written forms, as per the American Council on the Teaching of Foreign Languages (ACTFL) Guidelines, in the emphasis language (exceeded faculty expectations)
- ii. demonstrate close reading and critical analysis of authentic texts in the emphasis language, and (exceeded faculty expectations)
- iii. articulate knowledge of cross-cultural similarities and differences, appropriately communicating this knowledge within a given context in the emphasis language (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)**

On May 7, 2021, our faculty met to analyze the data that were gathered from the exit exams (oral and written). We discussed the results and commented in detail on the performance of our students. Faculty members expressed their satisfaction with the overall results [(92.23/100) =A-], elaborating that the receptive, productive, and cultural skills attained by the examinees are in line with the ACTFL guidelines and standards that are used nationwide. Our goal is that our learners become more reflective, more thoughtful, and more aware of different perspectives. In short, we want them to enhance their critical thinking. All of our 12 examinees achieved the acceptable cultural competency and the skills proficiency in the target language.

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

Our students' linguistic proficiency meets our expectations. Students reflected upon their language study, discussing all that they have learned, and how studying a language has impacted their lives. They emphasized that the knowledge of another language/culture enhances social responsibility and global thinking and stated that language study allows to turn them from localized to broad and well-informed thinkers. They linked different classes together, by drawing ideas from another class, transferring the acquired knowledge, and using it in their language classes. The integration of knowledge as such and the demonstration of ownership of learning serves as great evidence in fulfilling UAA's mission and achieving its learning outcomes.

- 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)**

There are degrees of differences in the competency of our students. The personal learning environment (e.g. exposure to other speakers, native or nonnative, engagement in extra-curricular activities) as well as how much effort and practice is put into mastering the language in their language courses are factors that affect students' proficiency. Some students enter our language program linguistically underprepared. To bridge these equity gaps, faculty members work personally with their students during academic advising and office hours. Students are also encouraged to avail themselves of study abroad opportunities offered through UAA. In addition, secondary to post-secondary transition articulation will be explored between UAA and the ASD.

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
- Other
- No changes were implemented in AY21.

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

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)

Advising and personal work with students have been effective in improving their study habits and helped bridging equity gaps. Supplementary materials in UD courses have helped enhance the students' overall comprehension of readings and writing skills. Slight modifications in teaching methods such as the inclusion of additional drills of certain linguistic concepts/elements in the topics courses has strengthened both accuracy of expression in essays and presentations as well as the overall understanding of reading assignments. Faculty members are content with the improvements thus far.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

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.

8. Respond to at least one of the following metrics. Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses

Metric	Definition	Rationale
upper-division, and graduate).	course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.

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)

The program holds a large percentage of UAA's undergraduate competitive international scholarship recipients. Between 2013-2021, 32 students 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. Since 2003 the department has produced 51 prestigious scholarship recipients overall. Students have been published in peer-reviewed (under)graduate journals. 6 of our students have been accepted to fully-funded Doctoral Studies in Literature/Linguistics/Translation.

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_oaa@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

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?

The Department is encouraged in the next review cycle to assess specific courses, including entry level courses, in their assessment. Additionally, the Department is encouraged to incorporate the use of quantitative data in addition to exit exams. Question 5 is not sufficiently answered; with the change to online delivery and with the recent drops in enrollments in language courses, this question deserves attention.

It is recommended that all programs review their Program Assessment Plan to ensure clear inclusion of the new UAA Core Competencies and in particular to address the closing of any equity gaps in the 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.

The Department is applauded for their use of the tutoring program as a learning community; at the same time the Department is encouraged to assess the effectiveness of the program.

Dean's signature: *Jenny McNulty*

Date: December 14, 2021