

2022 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 moved 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 AY22 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."

Note: To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, before entering final responses in the official fillable form.

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



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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: 10/15/2022

Submitted by: Cathy Coulter, Program Lead, Language and Literacy Education

Program(s) covered in this report: Select program, or “Other”.

(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: School of Education

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

Specialized accrediting agency (if applicable): Council for the Accreditation of Educator Preparation

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: Also recognized by Teaching English to Speakers of Other Languages (TESOL) [Specialized Professional Association (SPA)]

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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

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

1. A. *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.*

- **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)**

Faculty observed that candidates engaging in the Action Research project improved their classroom practice in the teaching of English Learners. In addition, they connected their teaching to research-based practices and grew in their ability to advocate for the students in their classrooms and schools.

- **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less)**

N/A

B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*

- **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 a student would say that they had multiple opportunities to engage in effective communication in diverse contexts, including within schools, with their students and their students' families and communities, and with one another in small and large group settings.

- **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)**

In EDRL 680, candidates work closely with at least 3 students, collecting assessment data on student language and literacy skills, analyzing data, determining strengths and instructional needs, providing instruction, and engaging in additional inquiry cycles to analyze the impact of the instruction. As a part of this activity, they interview students and parents/families and engage them in the process. Candidates write three detailed letters to parents/families about student growth.

PROGRAM STUDENT LEARNING OUTCOMES

- 2. Please list the Program Student Learning Outcomes your program assessed in AY22. 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.

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 AY22 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 AY22, 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 Fall 22). Data were shared and discussed with Program Faculty and will be discussed with the Language Education Advisory Board this October, 2022. 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.

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

Program Key Assessments (PKAs) 1-6 indicate that 100% of the 2021-2022 candidates met expectations on TESOL Standards. Due to the immense amount of stress on teachers during and after the pandemic, our student numbers were greatly reduced in AY22 (n=3). As a result, students received an increased amount of faculty support. Scores on PKAs went up, with all candidates meeting expectations for both TESOL and CAEP Standards. Moreover, the continuous improvement cycle the program engages in resulted in course and program changes that positively impacted student learning.

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)

The obligation to revise PKAs in order to meet the revised 2018 TESOL Standards gave the program a good opportunity to revise the Program Student Learning Outcomes to include more attention to the literacy needs of English learners in P-12 schools across the State of Alaska. As a result, the program was revised in AY22 (for an AY23 start) in order to align with the new TESOL Standards and to include some of the standards of the International Literacy Association (ILA) and better meet the needs of English learners from across Alaska. All six courses were revised, and the new TESOL Standards were formally adopted and integrated into Student Learning Outcomes.

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 AY22.

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)

The mean scores on program level key assessments demonstrate that students are meeting or exceeding the learning expectations. However, the need to update to the new 2018 TESOL standards allowed us to focus on the literacy needs of English learners in the state and thus we revised the program, with a new cohort starting in Summer 2022. We used data and analysis from the cycle of continuous improvement to inform the revisions to coursework and PKA's. For example, when our TESOL SPA accreditation feedback suggested a more robust connection between candidate preparation and P-12 student learning, we included a video inquiry strand in which candidates collect and analyze data and respond instructionally based on student need.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

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 across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE. Describe the actions your program is taking to improve student achievement on one or more of the following metrics. Also, describe any resulting improvements in student learning.

Metric	Definition	Rationale
UNDERGRADUATE COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students in a course offered by a program compared to the same rate	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and

Metric	Definition	Rationale
division, undergraduate upper-division).	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. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	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.
ANNUAL RETENTION 1 ST TO 2 ND FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Following the student from the 1 st fall to 2 nd fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.
SEMESTERS TO DEGREE – GRADUATE PROGRAMS	The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.

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)

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_ooo@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? (750 characters or less)

As the program works on the upcoming Recruitment Plan, faculty will also want to consider how to adjust the level of support provided without compromising program quality or completer satisfaction. There may be an opportunity for strategic plans in other graduate education areas to supplement or otherwise complement support.

2. What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)

The Language and Literacy Education program uses a comprehensive approach to integrating field expectations (TESOL standards) with stakeholder feedback and student performance. The recent revisions to program learning outcomes, curriculum, and teaching methods demonstrate a commitment to student success.

Dean's signature: _____




Date: 1/16/2023