

**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).

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: 10/14/2022

Submitted by: Natasa Masanovic-Courtney, Professor of German, nmasanovic@alaska.edu

Program(s) covered in this report: Languages BA

(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): N/A

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

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)**

Last year, we talked about our Tutoring Program being a significant learning community for our language students. The program proved especially crucial during the pandemic in building a sense of camaraderie and support system in language acquisition. Students were able to connect with their language tutors online and continue their learning. Now that we are physically on campus after five semesters of online teaching, faculty have decided to offer tutoring both digitally and in-person.

- **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)**

Our graduates cite language courses as some of the most valuable courses in their college education both for the advanced proficiency and cultural knowledge they have acquired and the communication skills they developed in the process. The department strives to equip our students with the 5 C's of communication: clear, correct, complete, concise, and compassionate communication. Languages alumni have frequently reported that their verbal and listening skills have put them on a path to success.

- **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)**

Oral exams and presentations at all language levels are a steady feature of our language programs. During such formal activities, students demonstrate their ability to listen actively, understand the tasks at hand accurately, and interpret messages delivered. They also have to pay close attention to cultural nuances and use appropriate vocabulary and grammar. In addition, communicative activities that are performed in pairs allow students to learn as a team and rely on the skills of each other.

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.

- 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 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)

Faculty met on May 6, 2022 and discussed the data that were gathered from the oral and written exit exams held in fall and spring. 15 students took the exam, and the average of the results was [(92/100) =A-]. Faculty expressed satisfaction with the outcome for their respective language program and agreed unanimously that students who do well in the program do well in the exit exam as well. The receptive, productive, and cultural skills attained are in line with the ACTFL guidelines and standards that are used nationwide. Our examinees achieved the desired cultural competency and skills proficiency in the language. They demonstrated creative and authentic thinking and enhanced analytical skills when answering culture-specific questions.

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

The personal learning environment of the students (exposure to other speakers, native or nonnative, engagement in extracurricular language activities) as well as how much effort and independent practice they put into mastering the language in lower-division and upper-division language classes are factors that affect students' proficiency. However, despite the differences described above, we are pleased to report that our students graduate overall at the level that we target (i.e. at the range of intermediate-mid to advanced-low according to ACTFL guidelines), which then allows them to continue language and culture study at the graduate level or to earn credentialing through graduate study in a variety of professional and career fields.

- 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)**

This year we would like to explore secondary to post-secondary articulation between UAA and ASD. We know that for some students the transition from high school to college isn't smooth, and this affects their progress in the language quite adversely. Changing study habits is essential. Grammatical accuracy both when speaking and writing, close reading, and the ability to analyze texts are fundamental to language acquisition at all levels. Many times, mistakes that have become a habit are hard to correct. Tutoring and repeated drills can correct some of these old habits but most of them remain. Besides advising students about how to improve their study habits, collaboration with high school teachers and having their perspective is essential.

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)

Beginning next year, there will be a check box for the Exit Exam in DegreeWorks.

- 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)**

Our language instructors continue incorporating supplementary materials in upper-division courses

to enhance students’ reading and writing skills. Additional drills and frequent practice of grammatical concepts help using the language accurately and enhance the learners’ overall comprehension of readings and writing skills. Our language conversation tables and other activities outside of the classroom (e.g. meeting with groups of students during office hours to have additional class-related topic conversations) have been meaningful venues in strengthening the spoken and written skills of the participants. These actions have been satisfactory in improving the learning of the students who have had difficulties keeping up with the material.

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-division, undergraduate upper-division).	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 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>	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 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

Metric	Definition	Rationale
		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)

Some graduates entered the workforce and secured a paid position (e.g. a position with the State Department) that will allow them to advance toward their long-term career goals. They continue taking language classes as they are preparing for the next stage. Students whose career choice requires an advanced degree, entered graduate schools (e.g. MA degree in Linguistics at UAF). Three German program graduates were each awarded a yearlong scholarship (USTA) to teach in high schools in Austria in AY 2022-23. A Japanese graduate was selected to become the Japan

Exchange and Teaching Program's coordinator for international relations in Iwate. The scholarships and the coordinator position require an advanced proficiency in the target language.

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? (750 characters or less)

The department is encouraged to pursue "secondary to post-secondary articulation" (as mentioned in question 5) as well as looking at other potential options to attract new students. Faculty are encouraged to assess the role of the tutoring program as well as other co-curricular activities in regard to student participation and success. The program should explore ways to align their curriculum with their enrollments.

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 data from exit exams shows a positive outcome (question 3). The department is working to maintain compliance with nationwide ACTFL guidelines to assess student learning, which is very good. Further, there are numerous examples of where and how the department works with students in both individual and collective situations that enhances learning.

Dean's signature:

Jenny McNulty

Date: 1/9/2023