

Native Language Education - Associate of Applied Science - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

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Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

When declaring a native language education major or certificate, students are required to fill out a questionnaire with a statement explaining their language fluency, knowledge of teaching, job experience, and employment goals. Classroom evaluations are conducted periodically by faculty throughout the process of the NLE and AAS years of each student. A practical experience in 12 credits of practicum is also taken by the students that focus on language teaching and learning. Initial conclusions developed by [REDACTED]. Followed up by [REDACTED]

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

We believe that the continuation of the SLOA as is will continue to produce an associate of applied science for the students at this time.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

No change in degrees awarded

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

We hope to see more students interested in this certification program in the future.
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Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

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High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Collaborative Assignments and Projects

Other or None of these (explain)

Submission

Submitter & Collaborator Names

Walkie Charles

Submitter Email

swcharles@alaska.edu

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

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Student Learning Outcomes Assessment Feedback (tags)

Missing a direct measure,Missing active verbs

Student Learning Outcomes Assessment Feedback (narrative)

Rather than describing what the faculty will be teaching, or what the students will receive, a direct learning outcome should describe what knowledge or abilities the student will gain as a result of being in the program, and how that will be measured.

The program might consider revising the outcomes to include more “action” words. It is difficult to assess things like “understand” or “recognize.” “Identify”, “explain”, or “analyze” are clearer outcomes to assess. <https://tips.uark.edu/blooms-taxonomy-verb-chart/>

Student learning outcome 1 “establish student proficiency levels and goals” seem to focus on what the faculty will be able to do, rather than what students will learn.

While there are things that the program should consider, such as admission requirements or faculty needs, these are program planning decisions, rather than the results of your assessment of student learning.

While the program has clearly considered how the courses contribute to student outcomes, grades in a course are generally not sufficient as direct evidence of student learning. Course grades usually reflect other factors, such as participation or completion of assignments.

Outcomes assessment is intended to be a collaborative learning experience for the program or department. This is an opportunity to share results and discuss how to enhance the students’ experiences and make curricular decisions based on the results of assessments.

The SLOA plan attached to the AAS Degree in Native Language Teaching lists identical goals and assessments for the Certificate in Native Language Education. It is essential that different programs have different outcomes- if students are intended to learn the same things, how are the programs differentiated?

The program states that “the continuation of the SLOA as is will continue to produce an associate of applied science for the students at this time”, however, given the small number of students, and low student persistence, the committee encourages the program to consider ways to recruit, retain and graduate students.

Profile Feedback

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Financial Feedback

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Student Success & Equity Feedback

The program selected “no change in degrees awarded”. The committee noted that the program has awarded no degrees since 2018. While 1 student was enrolled in the program in 2020 and 2 students in 2021, there were 0 students enrolled in the program in 2022. The program is encouraged to consider how to support students towards degree completion and to discuss what they are doing to “see more students interested in this certification program in the future”.

The department as a whole has seen a sharp decline in SCH production and is encouraged to discuss this in future reports.

High-Impact Practices Feedback

It would be helpful to see some discussion of the tags that you have chosen.

The program has identified “collaborative assignment” as a high impact practice to be used in the future. Is this a curricular change that was made based on the student learning outcomes assessment?

It seems reasonable that the program employed additional HIPs. If not, please consider incorporating some, as they have been shown to increase student engagement and success.

	Evaluate progress and new goals for professional life	Graduation questionnaire	Advisor and program head
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