

Applied Linguistics - Master of Arts - 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):

NA

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:

Application materials, course work, comprehensive exams and final thesis/project are all reviewed by the faculty as a whole. Student public presentation skills are evaluated as part of our annual Student Conference for both BA and MA students. A rubric is used by faculty attendees to evaluate all presentations. An exit survey has been used since 2019 to evaluate graduate satisfaction with the program. Over the review period, the MA program has housed 18 graduate students. Seven have graduated. Three withdrew from the program. One is on leave. Seven remain active. There were no graduates in either 2021 or 2022. We attribute this hiatus to Covid-19. As of Spring 2022, faculty saw an increase in applications for graduate school and expect 5 new MA students beginning in Fall 2022. Full-time students have taken 3 years to complete the program while part-time students have taken 5 years. With one exception, students remaining in the program more than 5 years have ultimately withdrawn without completing the degree. While the remaining student has formally completed all coursework and passed the comprehensive exams (May 2019), they continue to struggle, receiving at least one unsatisfactory RAC in the past, and a conditional RAC in Spring 2021. Students completing the program have either gone on to pursue a PhD (3/7), returned to their previous employment (2/7) or have not yet determined 'next steps' (2/7). Over the review period, one student left the program after only one year, after determining it did not meet her needs/expectations.

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:

Overall, faculty are very pleased with the outcomes for students.

However, there are two issues the faculty will address in the coming year.

1. Changes in faculty staffing and housing of programs (e.g., Alaska Native Languages moving into CRCD), has made it impossible to deliver the current MA concentration in Language Documentation and Description. Given remaining faculty strengths, Drs. [REDACTED] and [REDACTED] will develop and propose a concentration in Linguistic Anthropology and Sociolinguistics.

2. As noted above, students who remain in the program for more than 5 years do not complete the degree. Faculty are currently in discussion of how best to address this fact. Specifically, how do we share this fact with current and future students so that they are encouraged to complete their degrees? How do we adjust our advising and program timelines to enable students who struggle to finish their degrees?

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.

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:

Decline in majors, No change in persistence

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.

As a small program, we note that quantitative measures as presented in PAIR data must always be viewed with caution. None-the-less, the following trends may be noticed in the data. The number of majors and the number of degrees awarded dropped over the review period (MA: 25 to 10; BA: 24 to 17). Similarly graduation rates for the MA program dropped after 2019 (due to grant funding at that time), however, BA rates have remained around 4 per year. Graduation Related Persistence dropped to 71% (covid?) in FY20-21, but has otherwise remained around 88% for all other years. However, disaggregated persistence shows [REDACTED], [REDACTED], and [REDACTED] students suggest a stronger decline and then rebound post FY20-21. Other data on the Age of BAs suggests an increase in majors within the first two years of entering the University. This may be significant, as historically we have seen students declare LING in their Sophomore or Junior years. This suggested trend is reinforced by 10 new BAs (nearly all Freshman) taking LING 101 as this report is written.

Optional Data Explanation

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

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, Diversity/Global Learning, "Service Learning, Community-based Learning"

Other or None of these (explain)

Submission

Submitter & Collaborator Names

Patrick Marlow, Sabine Siekmann, Robin Shoaps, Wendy Martelle, Eve Ryan

Submitter Email

pemarlow@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)

SLOA plans are identical for each program and date from the 2009-2010 school year. It is essential that different programs have different outcomes- if students are intended to learn the same things, how are the programs differentiated? There are some revisions that could make your plan more meaningful and useful to the department and we will follow up to assist. For example, the program described learning outcomes of entrance requirements, choosing a thesis topic or the offering (or taking) of courses, but they are not learning outcomes. Outcomes assessment is intended to be a collaborative learning experience for the program or department.
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Profile Feedback

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Financial Feedback

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Student Success & Equity Feedback

The committee agrees that the small number of students makes identification of trends difficult. While it is important to discuss equity gaps in student success, it would be better to describe BA and MA separately.
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High-Impact Practices Feedback

The committee appreciates the way that the program has integrated extensive high impact practices into the curriculum, in particular, collaborative learning. But, It would be helpful to see some discussion of the other tags that you have chosen.

UNIVERSITY OF ALASKA FAIRBANKS

Linguistics Program
M.A. in Linguistics

Student Outcomes Assessment Plan
Academic Year 2006-2007, augmented to fit new template 2009-2010

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation
MISSION: The mission of the UAF Linguistics Program is to promote a broader understanding of language structure, acquisition and use. The Linguistics Program strives to serve the	1. Students entering the M.A. program are expected be able to communicate at a graduate level in oral and written form.	ENTRY LEVEL ASSESSMENT: Application for admission to program includes a CV and a written statement of goals that should reflect the student's preparation.	ENTRY LEVEL: All faculty members review each incoming application for the quality of its statement and comment in writing. At a plenary meeting, faculty discuss each candidate and vote on acceptance.
		EXIT LEVEL ASSESSMENT: Upon completion of the degree, all students must submit a written thesis or project and make a public oral defense of the thesis or project.	EXIT LEVEL: Written thesis or project and oral defense of thesis or project are evaluated by the student's advisory committee.

people of Alaska by broadening knowledge of languages, especially Alaska native languages, and enhancing the quality of language teaching. GOAL: To assure that graduates are prepared either to compete successfully in the job market in a	2. Students will acquire a comprehensive understanding of their area of concentration including its current theoretical perspectives, and research methodologies.	ENTRY LEVEL ASSESSMENT: Students declare interest in one of three areas of concentration (General, Documentation and Description, SLATE) when they enter the program	ENTRY LEVEL: Students are counseled on progress through the major
		EXIT LEVEL ASSESSMENT: All students: All students must take 15 credits of 600-level coursework in a variety of graduate seminars, including both LING 600 <i>Research Methods</i> and LING 601 <i>Principles of Linguistic Analysis</i>.	EXIT LEVEL: Comprehensive range of graduate level seminars is in place. Student performance in graduate seminars is evaluated by faculty instructors with these criteria in mind.
		General: Students in the General program will familiarize themselves with three major areas of linguistics through the following coursework: LING 602 <i>Second Language Acquisition</i>, LING 603 <i>Phonetics and Phonology</i>, LING 604 <i>Morphology and Syntax</i>.	

career related to language teaching, or to compete successfully for admission to Ph.D. programs in institutions of their choice.		Language Documentation: Students in Documentation will specialize in grammatical description and language documentation through the following coursework: LING 603 <i>Phonetics and Phonology</i>, LING 604 <i>Morphology and Syntax</i>, LING 627 <i>Description and Documentation</i>, LING 631 <i>Field Methods I</i>, LING 634 <i>Field Methods II</i>.	All students will complete the Comprehensive Exam. The Exam will be written and evaluated by a faculty committee and will broadly cover the content areas relevant to the student's area of concentration and research interests.
		SLATE: Students in SLATE will specialize in second language acquisition and language teaching through the following coursework: LING 602 <i>Second Language Acquisition</i>, LING 610 <i>Theory & Methods of 2nd Lg. Teaching</i>.	
	3. Students will be able to produce professional reports and/or publishable papers.	ENTRY LEVEL ASSESSMENT: Students are not assumed to have previous graduate level academic experience.	ENTRY LEVEL: None

		EXIT LEVEL ASSESSMENT: All students must take LING 600 <i>Research Methods</i> and must demonstrate professionalism inside and outside of the classroom. Students will be required to make a public presentation of their work (e.g., present a paper at a professional conference or departmental colloquium) prior to graduation (usually in their second year). Students will be encouraged to publish their work.	EXIT LEVEL: LING 600 is in place and student performance is evaluated by faculty instructor with these criteria in mind. Students are actively mentored in professionalism by their major advisors and advisory committees. Requirements for public presentation are under development and will be listed in the department's Graduate Student Handbook.
	4. Students will be able to independently design and conduct archival, laboratory and/or field research.	EXIT LEVEL ASSESSMENT: All students must take LING 600 <i>Research Methods</i>. Upon completion of the degree, all	EXIT LEVEL: Course is in place and student performance is evaluated by faculty instructor with these criteria in mind. Written thesis or project and oral defense of thesis or project are

		students must submit a written thesis or project and make a public oral defense of the thesis or project.	evaluated by the student's advisory committee.
	5. All students will be satisfied that their training in linguistics provided useful skills for employment, and/or they will seek to continue their education at the graduate level, and/or they will be satisfied that their education has met other personal objectives.	EXIT LEVEL ASSESSMENT: Exit survey prior to graduation (with emphasis on student's overall assessment of quality of education received in the Applied Linguistics program), and repeated as an alumni survey 1 year after graduation (with emphasis on student's success in meeting life goals and how education in Applied Linguistics enabled this).	EXIT LEVEL: Departmental system is in place for maintaining records of current and past students. Both surveys and procedures for administering them are under development. The exit survey will be administered as a condition for signing off on final thesis. The alumni survey will be administered by mail. Survey results will be evaluated annually by the faculty. Dept. Admin. Asst. will maintain

College/School CLA

Department/Unit LINGUISTICS

Program APPLIED LINGUISTICS

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