

Foreign Languages - Bachelor 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):

The Department of Foreign Languages (FORL) proposed to the Faculty Senate's General Education Committee that 201 and 202 courses taught within the department should count towards General Education Requirement (GER) in order to align with GER courses taught at UAA and UAS, where 201 and 202 count as GER, and to increase enrollment in intermediate level courses. An informal survey of FORL students, taken throughout the pandemic years, indicated that heritage speakers and students with intermediate level language skills were unwilling to enroll in 201 and 202 courses because they do not satisfy GER requirements. To increase enrollment, the Spanish program is aligning credit hours of its 101, 102, 201, and 202 courses to allow UAS/UAA students (who tend to populate the currently aligned 101 sections) to take these courses without pursuing additional credits through independent or directed study. Curricular revisions are being taken by each program within the department. Although the department has determined through surveys that students want more applicability to their future careers, culture is a critical component of foreign language study. Consequently, additional courses with a cultural component (cinema, foods/holidays, travel, literature) have been created and launched as trial or new courses (FL 433, SPAN 294, GER 294, FORL 294). Adhering to the applicability criterion, the Spanish program proposed SPAN 205 (Medical Spanish) All new or trial courses are fully online or hybrid. German proposed a course on tourism in Alaska. All language programs are working on proficiency certificates for graduating students.

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:

For this cycle, no changes are being made to the department's SLOA. The department will review the SLOA and determine if changes will be needed to student learning outcomes for the next review cycle.

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:

Curricular changes are currently being made within the parameters of the SLOA. These are, however, mostly to increase enrollments and align with other campuses within the UA system.

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:

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.

Majors % - The comparable major to FORL within CLA is Linguistics (LING). APRI data visualization program provided for this report shows LING and FORL languages decreasing in the number of majors and the number of degrees awarded over the last 5 years. Comparing with another program, English shows a similar trend.

Avg SCH Ld - Upon review of average student credit hours for FORL, interesting trends are apparent. The number of [REDACTED] to [REDACTED] to non-gender conforming persons are about the same the last 5 years. An increase in the number of [REDACTED] students in FORL between 2021-22 (7 to 18), while other races are evenly represented. FORL is made up of traditional [REDACTED] students [REDACTED] years old). [REDACTED] [REDACTED] students are the same in number.

Pass Rate UG / Pass Rate GR - The demographic group that trends lower here is the [REDACTED] population at 66%. However, the average pass rate for [REDACTED] and [REDACTED] students were 78 and 65%, while the highest achieving students were [REDACTED] (84%).

Degree % - FORL followed CLA trends from 2018-2021 regarding degree percentages in that the majority of degrees were awarded to [REDACTED] students (note: race trends within the university reflect similar data in the US 2020 Census for Alaska). The interesting part of this data comes from 2022, where the percentages change to where white students and [REDACTED] students were about equal at 22%, the majority of degrees awarded were to non-declared races during this year 44%.

Optional Data Explanation

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

The data presented by APRI has been helpful to visualize trends within the department and college. More data will be needed such as formal or exit surveys in order to get an "on the ground" picture that could supplement APRI data.

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:

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Other or None of these (explain)

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Submission

Submitter & Collaborator Names

Daniel Darrow, Yelena Matusевич, David Henry, Chisato Murakami

Submitter Email

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

Increase enrollment,Consider curricular revisions,Develop online offerings/options

Explanation of Recommendations

While the number of credits in introductory courses is at the discretion of the department, it is unclear what analysis was done to arrive at the conclusion that this is not a barrier to enrollment. If the department is convinced that the enrollment decli

Student Learning Outcomes Assessment Feedback (tags)

Missing curricular connection

Student Learning Outcomes Assessment Feedback (narrative)

The program identifies the standardized exam, ACTFL or the Common European Reference for Languages, but does not say how it is applied, such as at what level or course it is administered. Does the program utilize a rubric for the capstone projects, and is the final project/book report part of the capstone or separate? There is no discussion of evaluation of student learning beyond a grade. 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.

It is important to note that the program did discuss ways they are trying to increase enrollments, examples of this are by getting their 200 level courses added as an option to the GER, offering more creative courses that increase interests such as Medical Spanish (SPAN 205), and offering new trial courses in a fully online or hybrid.

Profile Feedback

Financial Feedback

Student Success & Equity Feedback

The program does not identify any Student Success Data Trends. The majors have significantly declined between 2019 (51) to 2022 (23), which is reflected in the graduation rates. There are evident equity gaps in pass rates that were not addressed and no true reflection on their program was demonstrated. Data can be disaggregated at the program level, which would add more specificity to your report. The Accreditation and Assessment office will follow up to walk you through the process.

High-Impact Practices Feedback

There are no high impact practices identified, though it seems reasonable that there must be some. If not, please consider incorporating some, as they have been shown to increase student engagement and success. - This may be more a lack of understanding of HIPS then actually not utilizing any. It seems that at minimum, the program would utilize Diversity/Global learning and capstone as identified in their SLOA. -

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Foreign Languages and Literatures, B.A. Degree
College of Liberal Arts

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
Mission Statement: The mission of FL & L Department (DPLL) corresponds to UAF mission as an international center for research, education and the arts, emphasizing the circumpolar North and its diverse peoples. All languages of DPLL have Northern connection (Spanish as a second US language, French as the second language of our immediate neighbor Canada, German as the second most used scientific language in Northern research, and Russian for geographical and cultural reasons) Our purpose is to make sure that students acquire: 1. foreign language proficiency 2. cross-cultural competency	1. Ability to understand spoken discourse that is generated by fluent speakers of the target language, including native speakers and films.	The curriculum emphasizes the development and consolidation of listening comprehension skills through analyzing foreign films without subtitles, interaction with native speakers and abroad programs. A capstone course, taken in the final year of study, also includes a listening comprehension component.	Final evaluation (exam) by faculty member(s) at the end of the capstone course (400 level) or/and ACTFL APPT or the Common European Reference for Languages exam scoring in the Intermediate High to Advanced Low range (B2-C1).
	2. Ability to speak in the target language so as to be able to engage in a variety of situations involving interpersonal and presentational communication.	A capstone course, to be taken in the final year of study, which involves communication in the target language at the high intermediate level.	Final evaluation (exam) by faculty member(s) at the end of the capstone course (400 level), the ACTFL Oral Proficiency Interview or a full-length theatre production.

3. cognitive strategies for lifelong studying of other languages 4. open-mindedness toward human diversity and other cultures.			
Goal Statement: Our goal is the production of graduates with professional skills and a well-rounded education, which will	3. Ability to comprehend authentic reading materials written in the target language, including literary texts that demonstrates	Final project or book report at the end of the capstone course, which involves reading, analyzing and discussing authentic literary source(s) (novels, short stories collection, poetry)	Final written project(s) (exam) in the target language is submitted to the faculty to evaluate the students' understanding of the literary and cultural context or/and ACTFL or the

allow them to be competitive on the job market, pursue a career related to their major field or to enter a graduate program of study.	advanced reading skills.		Common European Reference for Languages exam scoring in the Intermediate High to Advanced Low range (B2-C1).
	4. Ability to master grammar and write in the target language on a range of topics for diverse audiences.	Final project or book report written in the target language at the end of the capstone course, which demonstrating writing at the high intermediate level.	Final project or book report submitted for evaluation to department faculty or/and Advanced Low range (B2- C1).

	5. Ability to exhibit sophisticated knowledge and understanding of a variety of sociocultural aspects relevant to the target-language linguistic communities.	The sequence of courses exposes students to culture and history of the target language countries, culminating in a capstone course.	Final creative project (presentation, Performance etc.) in the target language to be evaluated by the faculty
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