

Linguistics - 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):

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:

Data collected included (a) Capstone Presentation Rubrics, (b) review of student records, and (c) Exit Surveys from all senior students.
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Students in the Capstone course are required to conduct independent research and publicly present that research as part of our annual Student Linguistics Conference. All faculty present are asked to complete the presentation rubric. Rubrics are then compiled and discussed in a faculty meeting before being given to the Instructor of the course for their consideration in grading the presentation.

The student records review is conducted by the program's advisor and is meant to determine whether or not students have successfully gained a working knowledge of at least two languages, as is required for the BA.

Exit Surveys are distributed to all seniors in the capstone course. It provides students with an opportunity to provide feedback on required and elective courses within the major, advising, as well as the program's quality and relevance to their career and educational goals. Once compiled, survey results are distributed in a faculty meeting and recommendations for changes are discussed.

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:

Based on discussion of presentations and exit surveys in late Spring 2022, faculty felt the current program was quite strong with one exception, LING 320 Introduction to Morphosyntax. Given the

relatively low student satisfaction with this course, faculty teaching LING 320 (Drs. [REDACTED] & [REDACTED]) and its primary prerequisite LING 101 ([REDACTED]) began reviewing syllabi and discussing possible changes to the course. At this time, the course will be integrated into the Spring 2023 class schedule as part of an intense course sequence (e.g., LING 318-LING320). Each course will be offered for 1/2 semester, 6 hours per week. The change will allow most students to complete specific course requirements in Year 1 and Year 4 of the program. Years 2 and 3 will be dedicated to electives.

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:

Decline in majors, No change in persistence, No change in pass rates, Equity gaps, Something else (use data explanation field to describe)

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], 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.

We note that while the quantitative data provided may 'suggest' some trends, the program numbers are too small to draw any but the most general conclusions.

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, Undergraduate Research, Capstone Courses and Projects, Diversity/Global Learning, "Service Learning, Community-based Learning", Writing-Intensive Courses, ePortfolios

Other or None of these (explain)

Submission

Submitter & Collaborator Names

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Submitter Email

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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 collaboration in department
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Student Learning Outcomes Assessment Feedback (narrative)

SLOA plans are identical for the BA and the MA and they are from 2009-2010. 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.

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.

2. Student Learning Outcomes Assessment Plans for each certificate, undergraduate, and graduate degree program.

UNIVERSITY OF ALASKA FAIRBANKS Linguistics Program B.A. in Linguistics Student Outcomes Assessment Plan Academic Year 2001-2002, 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	1) Students will demonstrate an understanding of basic concepts and major movements within the field of Linguistics.	ENTRY LEVEL ASSESSMENT: Informal evaluation of prospective major for interest and likelihood of success	ENTRY LEVEL: Faculty interview with prospective major
		EXIT LEVEL ASSESSMENT: Successful completion of core Linguistics courses, including a capstone course, LING 482, which requires students to synthesize what they have learned.	EXIT LEVEL: Courses are in place

structure, acquisition and use. The Linguistics Program strives to serve the people of Alaska by broadening knowledge of languages, especially Alaska native languages, and enhancing the quality of language teaching. GOAL: To assure that students are			
	2) Students will focus on one area of interest within Linguistics and write a final project exploring this area.	ENTRY LEVEL ASSESSMENT: Area of interest cannot be predicted before classes are taken	ENTRY LEVEL: Students are counseled on progress through the major
		EXIT LEVEL ASSESSMENT: Successful completion of a final paper for the capstone course which will be presented in a public forum	EXIT LEVEL: Program faculty participate in evaluation.
	3) Students will demonstrate a working knowledge of two languages other than English.	ENTRY LEVEL ASSESSMENT: Student not assumed to have knowledge of two languages	ENTRY LEVEL: Student advised on timing and credit issues to fulfill language requirement

prepared for further study in Linguistics, language pedagogy, and many other areas.		EXIT LEVEL ASSESSMENT: Successful completion of the language requirement and ability to draw on knowledge of these languages for examples in Linguistics courses	EXIT LEVEL: Review of courses taken, faculty observation in class
	4) Students will receive a well- rounded education that enables them to pursue a career related to their major field or to enter a graduate program of study.	Exit survey of graduates assesses student satisfaction with the program and the skills obtained.	A written survey is completed during the semester prior to graduation. Results are compiled and evaluated by program faculty and used to improve the program.