

3. Type of Program:

Undergraduate Certificate                      Associate                      Baccalaureate X  
Master's                      Doctorate                      Post-Baccalaureate Certificate

4. Type of Action:                      Add                      X                      Change

Implementation Semester: [ ]                      Year: [ ]

General Fund  
Student Tuition & Fees  
Indirect Cost Recovery  
TVEP or Other (specify):

[ ]

[ ]

Federal Receipts  
TVEP or Other (specify):  
TOTAL REVENUES

[ ]

[ ]  
N/A

Revenue source T B Dec 2014 (e4) TT6 Year 3:

b. Additional appropriation required  
c. Funded through new internal UA university redistribution  
[ftn1](#)

[ ]

N/A  
N/A  
N/A  
N/A  
N/A

8. Facilities. New or substantially (>\$25,000 cost) renovated facilities will be required.

0                      Year 4:                      0

Adjunct Term	0	Adjunct	0
	0		0
	0		
	0		

Former assignment of any reassigned faculty: 0  
 For more information see attached summary page: 0

12. Other programs affected by the proposed action, including those at other campuses (please list):

Program Affected	Anticipated Effect
N/A	N/A

Page number of attached summary where effects on other programs are discussed: p. 9 (one of several options)

13. Specialized accreditation or other program

None Page in attached summary where alignment is discussed: pp. 5-6 and pp. 8-9

15. State needs met by this program (list):

Language diversity	Available to students attending classes at campuses	Currently
	Available to students via e-Learning	No
	Partially available to students via e-Learning	No
Page # in attached summary where e-Learning is discussed: p. 12		

16. Program is initially planned to be: (check all that apply)

17. If this program is an addition, would program be eligible for State's Eligible Training Provider List program?

Yes No [\(Click here for more information\)](#)

Submitted by:

Chancellor/Provost

Date:

Consensus support of AC

Not supported by AC

Recommend approval by VPASR

Date:

Recommend disapproval by VPASR

Date:

<sup>2</sup>Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments:

Summary of Degree or Certificate Program Proposal

Other (optional)

Revised: 11/11/2019

[ftnref1](#)











3. academic disciplines,
4. graduate programs for advanced studies.

Given decreased enrollments across UAA and significant budget cuts to CAS, the challenge is to serve UAA's and CAS's mi m m í m A



Faculty are commended for the award-winning work they do with students. Further, three of the four concentrations that lead to degrees (namely, French, German and Japanese) are covered by a single tenure-track faculty supported by adjuncts. This is commendable. It also poses a burden on these faculty when they are the department chair. Therefore, I recommend that the chair position be put on a rotating basis in 2020-2021. The faculty also should be commended for the hard work they put into their expedited program review submission.

Decision



All four languagesô French, German, Japanese, and Spanishô ranging from the Elementary through the Advanced

Clubs and Conversation Tables serve on a weekly basis the entire university and surrounding community by offering free language skill development and educational cultural events. Languages embodies **UAA Core Values** (Strategic Plan 2020), striving to be a national benchmark in teaching research, and service missions, ensuring a welcoming and inclusive environment, respectful of the diversity of all students, and providing students with a well-rounded intellectual experience to meet their academic and personal goals.

We would be remiss not to add that we serve a large group of military and ROTC students, who (along with their spouses)

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is far greater in scope. Many of our students directly continue their education through graduate studies in Medicine, Law, Business, Nursing, Aviation, Psychology, Logistics, Environmental Sciences, and many others apply for prestigious international scholarships and fellowships through which they receive professional experience immersed in the target culture. Coupled with the Department of Languages' superior record of achievement in mentoring, graduates of our program have been competitively accepted by the following external organizations: US Department of Defense (US Critical Language Scholars - Japanese, Russian, Turkish), French and Spanish Ministries of Education, Japanese (JET Program), Congress-Bundestag in Germany, US Fulbright (Research and Teaching in Ecuador, Germany and Spain), US Rotary Ambassadorial Scholarship in Germany, and USTA Fulbright Austria.

#### High Demand Job Designation

Although UAA does not currently categorize Languages as "high demand," recent statistics already provided within this report at the municipal, state, and federal levels demonstrate indisputable evidence that bilingualism and biculturalism are esteemed as among the most highly-sought critical skills in the 21<sup>st</sup>-century professional world. As potently indicated by economic research, "the job market is consequently more global, multilingual, and multicultural in nature, and the workforce of the future will need to be more linguistically and culturally heterogeneous. In that context, bilingual and bicultural individuals, even with limited knowledge of one or more languages and their attendant cultures, have a clear advantage, since more and more jobs will require experience in international and cross-cultural areas" (*Language Magazine* 2018/06/07). Since our program provides students with translingual and transcultural intelligence, which ultimately enhances

the economic vitality of the community, it is a high-demand skill set.

Distance Offerings

The department is offering (SPAN A101) online in Spring 2020. Another course (SPAN A102) is being developed for Fall 2020.

Program Assessment and Student Learning Outcomes

Upon completion of BA in Languages, students are able to

1. communicate effectively in both spoken and written forms, as per the American Council on the Teaching of Foreign Languages Guidelines, in the emphasis language,
2. demonstrate close reading and critical analysis of authentic texts in the emphasis language, and
3. articulate knowledge of cross-cultural similarities and differences, appropriately communicating this knowledge within a given context in the emphasis language.

We have a vigorous Outcomes Assessment in place that is conducted annually: in May 2019, Languages full-time faculty had a long meeting to analyze the data that were gathered from exit exams (end-of-program exams). Faculty from each language section discussed the results and commented on the performance of their students. Faculty members expressed their satisfaction with the overall results [(92.2/100) =A-], elaborating that the receptive, productive, and cultural skills attained by the examinees are in line with the nationwide ACTFL guidelines and standards. Our goal is that our learners become more reflective, more thoughtful, and more aware of different perspectives. In short, we want them to enhance their critical thinking. Results indicate that the majority of our examinees achieved the acceptable cultural competency as well as the skills proficiency in the target language. There are, however, degrees of differences in the competency of the examinees, which can be attributed to a variety of circumstances and reasons.

The personal learning environment of the students (e.g. exposure to other speakers, native or nonnative, engagement in extra-curricular activities in the target language) as well as how much effort and independent practice they put into mastering the language in their lower-division and upper-division language classes at UAA 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.

In essence, the design of our Assessment is such that it generates concrete evidence of fulfillment of the SLOs in our002(f)31.0Pap(o)18.00p(g)

University MA Occupational Therapy, UPittsburgh Ph.D. in Asian Studies, UGeorgia PhD in Linguistics). Moreover, graduates have a high rate of being accepted to prestigious graduate programs abroad (e.g. University of Flensburg, University of Munster, University of Leipzig, University of Oxford, University of British Columbia). The present conversation will continue under the following rubric.

#### Student Success and High Impact Practices

The program holds the largest percentage of UAA's undergraduate competitive international scholarship recipients (27 in total with 2 Fulbright and 2 USTA Scholarship applicants currently awaiting results). Between the years 2013-2019, 30 students were selected as U.S. Rotary Ambassadorial Scholars, U.S. Fulbright Scholars, U.S. Critical Language Scholars, Japan Student Services Organization Scholars, Japanese Government Scholarship Recipients, USTA Austria Scholars, Congress-Bundestag German Scholars, and Ministry of Education Teaching and Cultural Assistants in France and Spain. It is noteworthy to also mention that since 2003 the Department has produced 50 prestigious scholarship recipients overall.

There is a strong emphasis on mentor-student research collaboration. While providing academic excellence through innovative course design, faculty engage in high-impact practices such as student-inclusive research with one-on-one mentoring, resulting in academic publications and conference presentations (e.g. articles in *El Cid*, the *Journal of the Tau*

#### 4. Program Duplication / Distinctiveness

There is a Languages Program at UAF and a couple of Spanish classes are being taught at UAS every semester. However, as mentioned under Section 1 of this report, it is absolutely necessary to have a Languages Program at UAA due to the wealth of diversity of our students in K-12 education within the Anchorage Bowl. Research conducted by Chad Farrell, UAA Professor of Sociology, indicates that over 100 languages are spoken in the ASD. With distinction, UAA Languages provides detailed CCGs (Instructional Goals and SLOs) and conducts a rigorous Program Assessment. Such aforementioned Student Success in Languages has not been duplicated elsewhere within the State.

According to the ASD World Languages website, approximately 8,000 ASD students are enrolled in a world language class or immersion program annually. Given these statistics, it behooves UAA to continue providing language and culture education. We are able to recruit/retain the most qualified college-bound students within Anchorage, competing with academically-prestigious institutions across the country. Being part of the Humanities, our program provides students with the tool set of understanding others through their languages, histories, and cultures. The humanities develop informed and critical citizens. Without the humanities, democracy could not flourish (Stanford University Humanities Center). Overall, through this contribution of educated citizenry, we pride ourselves on being the beacon of internationalism and interculturalism in Anchorage.

#### 5. Summary Analysis

##### Academic Strengths

Monolingualism is the illiteracy of the 21<sup>st</sup> Century (Language Magazine 2018/06/07). This statement, widely-used in academic journals and institutions of higher learning to emphasize today's global reality, has been embraced by the UAA Department of Languages. In this time of globalization, language learning [(I)20005712.994004421.9912 792 reW\*nB (r)20(n)34C250030005725000n