

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 10/15/2021**Submitted by:** Sondra Shaginoff-Stuart, Chair of AKNS**Program(s) covered in this report:** Alaska Native Studies AA

If you selected "Other" above, please identify. (100 characters or less)

College: College of Arts and Sciences**Campuses where the program(s) is delivered:** ☒ Anchorage ☒ KOD ☒ KPC ☐ MSC ☐ PWSC**Specialized accrediting agency (if applicable):** Select Specialized Accrediting Agency or N/A.**If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:** nonw**INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES**

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)**

The AKNS Undergraduate Research Symposium is a great place for students to present their research and highlight what they have learned in their AKNS courses. The AA has a language OR policy focus. This highlights Indigenous knowledge and connection to community.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency? ☒ Yes ☐ No**

If yes, please briefly describe. (500 characters or less)

There are two opportunities. The AKNS Undergraduate Research Symposium, and the AKNS Internship. The Internships provide an opportunity for students to be an intern at their respective Native profit or non-profit and provides 'real life' work experience. The AKNS Undergrad Research Symposium gives them the opportunity to present their research. In 2018 we did a massive Qualtrics survey and one of the AKNS students presented these at the symposium.

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency? ☒ Yes ☐ No**

If yes, please briefly describe. (500 characters or less)

AKNS is creating OEC's in several languages (Ahtna, Dena'ina, Unangam Tunuu, and Yup'ik). These are designed to provide the necessary skills for students to teach these in a pre-K-12 setting.

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

AKNS AA Program Student Learning Outcomes

- Gain elementary-level proficiency in one Alaska Native language. E
- Demonstrate a broad understanding of Alaska Native cultures, histories, and contemporary politics. E
- Identify and analyze contemporary Alaska Native challenges within global Indigenous contexts E

The AKNS AA enrollments include 15. We graduate the first AA student in May 2021. The AKNS Language enrollments are on average 20+ students per class - 90% complete the semester with a C or better. The AKNS A201 Alaska Native Perspectives class introduces students to history, and contemporary politics This class is offered in multiple sections on the main campus, KoC, and KPC and students rate this course very high in the IDEA surveys. .

3. Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)

AKNS lost one of its Full professors in summer 2020. We were able to hire a full time term in Fall 2020, and then hired another full time term in fall 2021. It has been a challenge to keep AKNS in a high functioning department, but we have managed to establish weekly meetings with KoC and KPC as we move on identifying ways to increase student retention rates in our classes. Typically, the AKNS courses have a 90% completion rate in all of our courses. We also review the IDEA surveys, which provide student perspectives on their classroom experience.

4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)

The student IDEA surveys indicate that they are very pleased with all of our courses. Below are a few comments from some of our IDEA Surveys

- Awesome, fun class. Loved doing the presentation.
- I really enjoyed her class and method of teaching. Really opened my perspective to a lot of other perspectives so I really did enjoy her class. Great teacher and would definitely recommend.
- Prof I did not know that I would love this class as much when I first started it. I am half Alaska Native and I grew up not knowing anything about this culture, and for the most part I didn't even know where to start. I absolutely loved this class and I can't wait to take another one. I look forw

5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)

We are not making changes at this time to our program SLO's. We plan to discuss the AA degree assessment in a spring 2022 retreat.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.

- ☒ Course curriculum changes
- ☒ Course prerequisite changes
- ☐ Changes in teaching methods
- ☐ Changes in advising
- ☐ Degree requirement changes
- ☐ Degree course sequencing
- ☒ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- ☐ Changes in program policies/procedures
- ☐ Changes to Program Student Learning Outcomes (PSLOs)
- ☐ College-wide initiatives (e.g., High Impact Practices)
- ☐ Faculty, staff, student development
- ☐ Other
- ☐ No changes were implemented in AY21.

If you checked "Other" above, please describe. (100 characters or less)

7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)

In our May 2021 AKNS Faculty retreat (2 full time faculty, and 3 adjunct faculty) we shared comments from students in the AKNS 100 and 200 level courses. We discussed how to better offer asynchronous courses via blackboard and what software works best. All of the adjuncts that teach the AKNS A201 meet weekly to discuss how to navigate blackboard in the asynchronous platform and how to customize the course , and create a more engaged student voice - via BB.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

8. Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

- 9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**

The AKNS AA was launched in 2020. We had our first graduate in May 2021. She is Alaska Native and also a veteran. We have 15 enrolled in the AA and plan on two more graduates in December 2021. They are both Alaska Native as well.

DEAN SECTION (Due to the program on January 15)

- 1. Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on?**

The Department is encouraged to find more definable ways to gather information and assess results other than IDEA surveys. The assessment plan is somewhat lacking in detail and specificity. In the future, it is suggested that AKNS seek guidance from other departments or the Dean's office to develop a more robust assessment plan.

It is recommended that all programs review their Program Assessment Plan to ensure clear inclusion of the new UAA Core Competencies and in particular to address the closing of any equity gaps in the program.

- 2. Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question.**

The relationships that AKNS has with the community campuses are strong and should serve as a model for others.

Dean's signature: *Jenny McNulty*

Date: December 14, 2021