

**2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM**  
**(Due October 15 to the dean)**

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

**This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.**

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

For technical assistance with this form, email Academic Affairs ([uaa.oaa@alaska.edu](mailto:uaa.oaa@alaska.edu)).

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**PROGRAM SECTION (Due to the dean on October 15)**

*After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.*

**Submission date: 2/18/2022**

**Submitted by:** Elizabeth (Libby) Eufemio, Asst. Professor AKNS, Alutiiq Studies Program Dept. Chair,  
epeufemio@alaska.edu

**Program(s) covered in this report:** Alutiiq Language OEC

*(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)*

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:**

### **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)**

AKNS A240 Alutiiq Cultural Orientation promotes understanding of community, explores past colonial trauma experiences, and celebrates efforts to rejuvenate Alutiiq culture.

AKNS A292A Alutiiq Language Apprenticeship provides the opportunity to participate directly in meaningful and personal ways in indigenous language reclamation efforts through the experience of working with Elders, with more proficient second-generation language speakers, & utilizing valuable language resources.

- **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)**

AKNS A240 Alutiiq Cultural Orientation; students explore one of the Kodiak Alutiiq core values (Qik'rtarmiut Sug'ucirpet Kodiak Alutiiq People's Ways of Being Human, 2013) & draw from course provided material, outside research, and personal narrative to create a recorded presentation that celebrates values found in past and present Alutiiq culture. This exercise allows students to demonstrate knowledge while also creating meaningful relationships between Alutiiq culture & personal experiences.

- **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)**

## **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.***

- Outcome #1 Demonstrate Intermediate speaking proficiency, with conversational speaking skills as described in the ACTFL 2012 proficiency standards - Exceeded faculty expectations.
- Outcome #2 Read and comprehend basic Alutiiq, including words and sentences pertaining to everyday topics, at a level comparable to their speaking proficiency - Met faculty expectations.
- Outcome #3 Define and identify measures of language endangerment, describe Alaska Native

language relationships, and compare theories of second language acquisition for threatened languages - Exceeded faculty expectations.

- Outcome #4 Locate and address Alutiiq cultural resources and reference materials for diverse situations and proficiency levels - Met faculty expectations.

**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)**

There were 6 courses in AY 20/21 from which to gather data; 3 offered traditionally within a semester-length format, and 3 courses brokered with a local tribal institution.

F20 - AKNS A101E Elementary Alutiiq I. SP21 - AKNS A102E Elementary Alutiiq II, AKNS A240 AK Native Cultural Orientation Alutiiq/Sugpiaq, & AKNS A292A AK Native Alutiiq Language Apprenticeship. SUM21 - AKNS A109D Alutiiq Orthography & AKNS A292B Alaska Native Language Conversational Fluency Intensive.

Data (pre/post tests, project scores, final grades) was collected from Blackboard course shell gradebooks and through discussions with adjunct instructors. Data was analyzed by the Alutiiq Studies Program Dept. Chair and discussed with adjunct instructors individually.

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

Overall, of the six Alutiiq Studies program courses in AY 20/21, the pass rate was outstanding (97.61%) and the average grade was noteworthy at 3.6. These, along with Pre/Post test results & final project grades, tell us that students are meeting their learning outcomes in all categories, with Outcome 1 & Outcome 3 making outstanding progress, Outcome 2 making remarkable progress, and Outcome 4 making substantial progress.

**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)**

- Improvement: Communication between Alutiiq Studies Program adjuncts and the Dept. chair need to continue to be reinforced by consultation at the beginning and end of each semester, to assure that all established assessment tools are utilized (specifically the Pre-Post tests). Adjuncts must be encouraged to use their provided Blackboard shells for grade book reporting, and continue to grant the Dept. Chair full access to these shells for assessment purposes. Timeline: Start of next semester.

- Improvement: Integrate UAA Core Competencies and UAA General Education Student Learning Outcomes onto the program Assessment Crosswalk. Timeline: Fall 2022 for use in next assessment.

## 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)**

Brokered courses, to provide needed flexibility to make low-enrolled courses available to students

**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)**

Brokering hard to fill OEC courses is working - 4 students are now able to graduate with their OEC in Alutiiq Language. While initial language courses (AKNS A101E & AKNS A102E) always fill, advanced language courses historically do not. Also adjunct pay for less than 10 students is substantially reduced - it is financially difficult for adjuncts to accept a low enrolled class. Until Alutiiq Language OEC enrollment increases enough to sustain higher student enrollment numbers in all courses (and the trend is increasing), brokering course instruction outside of the Kodiak College system is a useful and necessary practice.

## STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

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.

8. Respond to at least one of the following metrics. Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to

Metric	Definition	Rationale
		programs and services designed to mitigate gaps in achievement and equity.

- 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)**

Not at this time.

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**DEAN SECTION (Due to the program on January 15)**

*After completing the Dean Section and signing it, the dean should email this form to the program, and copy [uaa\\_ooo@alaska.edu](mailto:uaa_ooo@alaska.edu) for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.*

- 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? (750 characters or less)**

The program is encouraged to include an assessment of student achievement of at least one of the skills - speaking, reading, or writing - since this program is focused at least partly on skills acquisition of a language. As this program relies heavily on adjunct faculty, it is important to ensure that the course outcomes are uniformly applied across all courses, and that the delivery methods uniformly address this.

Finding qualified language instructors for these courses is a difficult task and the program is applauded for its ingenuity in “brokering” courses. A recent explanation provided a good amount of insight into the process. Some remaining questions to answer include: How are costs shared? How will these partnerships ensure the long term survival of and success of this 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. (750 characters or less)**

The Outcomes Results mentioned in question 2, relating to the PSLOs, show impressive results, particularly for a program that requires that students learn a new language. Further, question 4 references a pass rate in Alutiiq Studies program courses in AY 20/21 at 97.61%, which is also commendable.

Dean's signature: *Jenny McNulty*

Date: May 9, 2022