2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

PROGRAM SECTION (Due to the dean on October 15)

Submission date: 10/25/2022

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): N/A.
   If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: N/A

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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

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

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

- **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working.** *(500 characters or less)*

- **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now.** *(500 characters or less)*

  The AA encourages students to take Native language courses for a deeper and richer context about learning the people of Alaska. The policy portion of the AA faculty are providing classes that focus students into states policies around community resources and real solutions for students to develop. Although we were not able to have the AKNS Undergraduate Research Symposium last year, we are planning to have this symposium back to highlight the amazing work our students are developing.

B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*

- **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)*
  Students will have the confidence to move through the UA system through each level of their education. If there are barriers they look to faculty to help remove these barriers. AKNS courses would provide the best indigenous experience to expand their indigenous knowledge. AKNS courses would help them foster developing a voice to articulate these ideas to foster them to achieve the highest level of learning through our methods of instruction.

- **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency.** *(500 characters or less)*
  There are two opportunities. The AKNS Undergraduate Research Symposium, and the AKNS Internship class. In the internship provides an opportunity for students to be an intern at their respective native profit or non-profit and provides 'real like' work experience. The AKNS Undergrad Research Symposium give them the opportunity to present their research.

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY22. 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.

    Demonstrate a broad understanding of Alaska Native cultures, histories, and contemporary politics.

    Identify and analyze contemporary Alaska Native challenges within global indigenous contexts. The AKNS AA 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 AY22 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)*

    Overall, the IDEA surveys and overall student outreach from faculty as indicated that they are encouraged and want more information on Alaska Native Issues and innovations. Students have stated over and over that they are surprised that they were not taught about the Indigenous people of Alaska in high school and other students state that this is the first time that they are getting the opportunity to learn about the Native people of our area or of Alaska.

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

    Overall, the IDEA surveys and overall student outreach from faculty as indicated that they are encouraged and want more information on Alaska Native Issues and innovations. Students have stated over and over that they are surprised that they were not taught about the Indigenous people of Alaska in high school and other students state that this is the first time that they are getting the opportunity to learn about the Native people of our area or of Alaska.

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. Although we plan to work on more communication between adjunct staff, faculty and program chair to build consistency, create ease of program assessments and plan for program growth.

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 AY22.

    If you checked "Other" above, please describe. *(100 characters or less)*
    Created two OECs in Ahtna and Dena'ina languages. Have created new course for these OEC's.

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)*
    With the development of adjuncts meeting weekly last year to discuss the curriculum and delivery of AKNS 201, the results have been a seamless transition this semester for adjuncts and students with that help with IT services. They have made a Master copy for the course so all adjuncts can access and add their own expertise along with the Alaskan Native rich content to the course.

8. **PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.**

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?*

   As stated in the last year report our we had our first AKNS AA Student graduate, and since this time we have had 3 others graduate with 4 students close to graduating.

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?** *(750 characters or less)*

   As this is the first year of assessment for the program, there will necessarily be adjustments needed. The program is encouraged to consult with the CAS Assessment Coordinator in designing future assessment reports. Additionally, the program is encouraged to implement elements of the assessment plan into the report, for example, using artifacts other than grades is important and using an exit interview over IDEA reports is desirable.

2. **What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies?** *(750 characters or less)*

   The program is delivered across multiple campuses, this is a plus as it encourages communication and collaboration with all the faculty teaching in the program. The program plays an important and vital role in providing indigenous language acquisition and recovery.

Dean's signature: *Jenny McNulty*   **Date:** 1/9/2023