2022 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 moved 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 AY22 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."

Note: To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, before entering final responses in the official fillable form.

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

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: 10/19/2022

Submitted by: Libby Eufemio, Asst. Professor of AKNS & Alutiiq Studies Program 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): 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 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.

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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)*
      Last year we shared two OEC courses that promote not only language learning, but also understandings of community & past colonial trauma experiences, and efforts in rejuvenating Alutiiq culture (AKNS A240 & A292A). These courses continue to successfully provide students in AY21-22 with opportunity to participate directly in meaningful and personal ways in indigenous language reclamation efforts through the experience of working with community Elders and other beginning language learners.

    - **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)*

    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)*
      We believe students feel supported in the core competency of Effective Communication, both within our university system (student communication with program faculty in particular) and within their language journey (student to student and student to Elder language communication). Course outcomes guide language proficiency goals and language resource awareness. Final course projects in all the OEC courses promote effective communication as well, through written work & spoken word video recordings.

    - **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)*
      Created a new course aimed at improving student success, UNIV A190 Alutiiq Language Learning Success Strategies. Requested by tribal community partners & students, as a low-credit way to start the Alutiiq language journey within the university system. Ten students took the course & two continued on to take Alutiiq I the next semester. One said, "I am so glad I took the Intro course last spring. It has made me so comfortable in this course. It is great to have the little taste before starting."

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.

   • 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 identity measures of language endangerment, describe Alaska Native language relationships, and compare theories of second language acquisition for threatened languages - Met 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 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)*
   There were five courses in AY 21/22 from which to gather data; AKNS A101E Elementary Alutiiq I in F21 and AKNS A102E Elementary Alutiiq II, AKNS A240 AK Native Cultural Orientation Alutiiq/Sugpiaq, & AKNS A292A AK Native Alutiiq Language Apprenticeship in SP22. Additionally a new pilot 1-credit course was offered in SP22, UNIV A190 Special Topics (Alutiiq Language Learning Success Strategies). Program Dept. Chair gathered and analyzed data (pre/post tests, final project scores, final grades, pass rates) collected from Blackboard course shell gradebooks. A staff meeting held in May 2022 was attended by all AY21-22 language & culture instructors (two adjuncts and program chair) where future growth was discussed.

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 five Alutiiq Studies program courses offered in AY 21/22, the pass rate was outstanding (91.04%) and the average grade was significant at 3.5. These, along with Pre/Post test results & final project grades, inform us that students are meeting their learning outcomes in three categories;
   Outcome 2 making significant progress
   Outcome 3 making remarkable progress
   Outcome 4 making noteworthy 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)***

   Three areas of improvement were recommended 1) More communication between adjunct staff & the program chair to build consistency, create ease of program assessment, and plan for program growth. Timeline; implement annual all-staff meetings prior to the beginning of each fall term, starting 8/2023. 2) Continue to create flexible ways to help students obtain classes they need to graduate. Timeline; offer brokered courses when needed, & allow low enrollment courses to proceed with full adjunct pay for the traditionally hard to fill courses, starting Spring 2023. 3) Create more basic Alutiiq language learning opportunities to aid in student success & retention. Timeline; created new course offering, SP2022 & continue to offer each Spring.

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 new one credit Alutiiq language course

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)***

   1) Communication – Improved through frequent staff meetings between program chair & adjunct

faculty, including joint staff meetings to proactively plan for the future.

2)   Flexible course offerings – Offering both traditional courses at KoC and 'brokered' courses through partner entities (Sun'aq Tribe of Kodiak), students were able to take all needed courses for the OEC, despite very low course enrollments (less than 5). Subsequently, four students were able to graduate with their OEC certificates in May 2022.

3)   New learning opportunities - Created another language option for beginning learners, in the form of a one credit "feeder" course to introduce basic Alutiiq and provide student success training. Timeline: Implemented in SP22.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

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 across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

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.** Describe the actions your program is taking to improve student achievement on one or more of the following metrics. Also, describe any resulting improvements in student learning.

Metric	Definition	Rationale
UNDERGRADUATE COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate 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. *Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.*	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

Metric	Definition	Rationale
		disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.
ANNUAL RETENTION 1ST TO 2ND FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. *Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.*	Following the student from the 1st fall to 2nd fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.
SEMESTERS TO DEGREE – GRADUATE PROGRAMS	The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. *Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.*	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.

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)*
Many OEC graduates are working in Alutiiq language-related fields. One graduate is the Adjunct Professor of Alutiiq language at Kodiak College. Another works at the Sun'aq Tribe of Kodiak's Aluttingcut Childcare Center providing culturally relevant care to preschoolers. She previously worked at the tribe's language immersion preschool along with two other program graduates. Three recent graduates work in the Suwarwik language immersion house in an Alutiiq Master/Apprentice program, and provide online language tutoring to college students and the general public. In short, our language graduates are finding opportunities for employment with their language skills and are helping to revitalize the Alutiiq language.

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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_oaa@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?** *(750 characters or less)*
   In question 5 the committee acknowledged the need for consistency across course delivery methods and curriculum. The department is encouraged to continue to establish clear goals and guidelines for the delivery of each course, and establish communication and mentorship with prospective new faculty to ensure integrity across the curriculum. Additionally, they are also encouraged to assess the new one credit class to see if it is meeting the desired outcomes and is promoting student success.

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)*
   PSLOs that were assessed were directly tied to student success, and the success of the program. The assessment measures for these outcomes showed promising results, and the methods for gathering and analyzing the data seemed rigorous. The program has used a variety of methods, including working with tribal community partners, to promote the OEC.

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