

Inupiaq Eskimo - Bachelor of Arts - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

--

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Spoken chapter exercises, end-of-chapter exams, oral presentations, and final examinations in Inupiaq at all levels. Examples of student work in the target language, including from senior-level classes. Beginning 2018-19 FY, INU 417 have been designated as capstone courses. Students produce a translation and analytical essay about a work of literature written in the language of study in increasing capacity as students advance in their course work. Students will periodically produce written texts for oral presentation, incorporating Inupiaq grammar. Survey of entering and graduating majors of Inupiaq. Initiated by [REDACTED]. Followed up by [REDACTED]
--

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

We take pride in the fact that we are the only institute where we house two bachelor's degrees in any Native language in the nation. What curriculum we have was established decades ago by our predecessors. The only format we have changed is the generation of learners as our target. This generation of learners are mostly learners of their heritage language and the modifications we have made are to tailor to this group of learners of a second language.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

Increase in majors

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

--

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

--

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly

interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Undergraduate Research

Other or None of these (explain)

--

Submission

Submitter & Collaborator Names

Walkie Charles

Submitter Email

swcharles@alaska.edu

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

--

Explanation of Recommendations

--

Student Learning Outcomes Assessment Feedback (tags)

Missing active verbs,Missing collaboration in department
--

Student Learning Outcomes Assessment Feedback (narrative)

The program might consider revising the outcomes to include more “action” words. It is difficult to assess things like “understand” or “recognize.” “Identify”, “explain”, or “analyze” are clearer outcomes to assess. <https://tips.uark.edu/blooms-taxonomy-verb-chart/>

For example, instead of listing “knowledge of the written language”, the program might consider what kinds of written texts students will be able to understand and produce. The program might further consider to define “high proficiency level” how they will assess whether or not students have reached that level upon graduating from the program.

The last Student learning outcome listed in the report (which is not included on the updated SLOA) “Student expectations of program” seems to focus on what the faculty will be able to do, rather than what students will learn. While this is an important consideration for planning decisions, it is not relevant to assessment of student learning.

The program has clearly considered how courses and specific assignments are aligned to student learning outcomes and has added INU417 as a capstone course. Including analysis of student learning outcomes in the full review will allow the program to determine if any additional curricular changes might better support their students.

The program includes review of assignments by a committee of program faculty. While this is an encouraged practice, the committee wonders if the Inupiaq program has sufficient faculty qualified to form such a committee.

Profile Feedback

--

Financial Feedback

--

Student Success & Equity Feedback

The program selected “increase in majors”. The committee noted that the program has awarded no degrees since 2018. Since 2019, there have been 3 students majoring in this program, so hopefully by the full review, some of these students will have graduated. The committee would have liked to see at least some discussion of the factors selected under Students Success Data Trends.

The department as a whole has seen a sharp decline in SCH production and is encouraged to discuss this in future reports.

High-Impact Practices Feedback

It would be helpful to see some discussion of the tags that you have chosen.

The program has identified “undergraduate research” as a high impact practice. It seems reasonable that the program employed additional HIPs. If not, please consider incorporating some, as they have been shown to increase student engagement and success.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Inupiaq B.A.

Alaska Native Language Program/College of Rural and Community Development
 November 14, 2022

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The Alaska Native Language Program (ANLP) endeavors to teach Alaska Native languages, train quality instructors of Native language and culture, and work with organizations around the state to support excellence in Native language programs at all levels. ANLP supports the maintenance and transmission of Alaska Native languages through language teaching, teacher education, and research. GOAL STATEMENT: 1) Prepare students to communicate in both written and oral Inupiaq. 2) Familiarize students with literature in Inupiaq. 3) Teach students to comprehend and utilize Inupiaq grammar.	Ability to speak Inupiaq at a high proficiency level.	Spoken chapter exercises, end-of-chapter exams, oral presentations, and final examinations in Inupiaq at all levels.	Course instructor and program faculty will attend and evaluate presentations.
	Knowledge of the written language.	Examples of student work in the target language, including from senior-level classes. Beginning 2018-19 FY, INU 417 have been designated as capstone courses.	Faculty evaluation committee will review written work in the Native language.
	Familiarity with Inupiaq literature.	Students produce a translation and analytical essay about a work of literature written in the language of study in increasing capacity as students advance in their course work.	Faculty evaluation committee will review and score student materials.
	Understanding, comprehension and utilization of the Inupiaq grammar.	Students will periodically produce written texts for oral presentation, incorporating Inupiaq grammar.	Faculty evaluation committee will review and score student materials.
	Students' everyday use of the language learned.	Survey of entering <i>and</i> graduating majors of Inupiaq.	Faculty evaluation committee will review surveys and send periodical surveys to see how graduates are using the target language in their chose profession.

Submitted by: Walkie Charles

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Eskimo B.A.

Alaska Native Language Program / College of Liberal Arts

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The Alaska Native Language Program endeavors to teach Alaska Native Languages, train quality instructors of Native language and culture, and work with organizations around the state to support excellence in Native language programs at all levels. ANLP supports the maintenance and transmission of Alaska Native languages through language teaching, teacher education, and research.	Ability to speak Yup'ik or Inupiaq at a high proficiency level.	Oral presentations in the language of study at all levels.	Course instructor and program faculty will attend and evaluate presentations.
	Knowledge of written language.	Examples of student work in the target language, including from senior-level classes.	Faculty evaluation committee will review written work in the Native language.
	Familiarity with Eskimo literature.	Students produce a translation and analytical essay about a work of literature written in the language of study.	Faculty evaluation committee will review student materials.
	Understanding of Eskimo grammar.	Students will periodically produce written texts for oral presentation, incorporating Eskimo grammar.	Faculty evaluation committee will review student materials.
	Student expectations of program.	Survey of graduating majors.	Faculty evaluation committee will review surveys.
GOAL STATEMENT: 1)Prepare students to communicate in both written and oral Eskimo (Inupiaq or Yup'ik); 2)Familiarize students with the literature in the language of study; 3)Teach students to understand and utilize Eskimo grammar.			