

Yu'pik Language and Culture - 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):

The previous recommendations for this BA was positive. I have made minor edits to the document that is enclosed below.

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:

Instrument: class testing

Rubric and standard: specific to class

Conversation test (phone)

Instructor contact, peer conversation observation

Instrument: class evaluation

Evaluation of journals, instructor-student communications, papers and projects.

Evaluation of journals, instructor-student communications, papers and projects

Presentations in English, papers and projects in English

Rubrics specific to class

Previously submitted by [REDACTED]. Re-submitted 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:

Our attempt is to align this BA program with parallel with the existing BAs.

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)

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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

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Explanation of Recommendations

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Student Learning Outcomes Assessment Feedback (tags)

Missing active verbs,Missing collaboration in department
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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.

While the program has clearly considered how the courses contribute to student outcomes, grades in a course are generally not sufficient as direct evidence of student learning. Course grades usually reflect other factors, such as participation or completion of assignments.

Outcomes assessment is intended to be a collaborative learning experience for the program or department. This is an opportunity to share results and discuss how to enhance the students’ experiences and make curricular decisions based on the results of assessments. This might be an opportunity to collaborate directly with the Yup’ik B.A. program at UAF.

The program is encouraged to elaborate on the kinds of curricular changes have been made or are being considered in order to “align this BA program with parallel with the existing BAs.”

The committee noted that the updated SLOA included written and oral communication in English as intended learning outcomes and would like to clarify that communication goals do not have to address or be assessed in relation to the English language. Rather, they should be pertinent to the overall student learning outcomes of each program and could be assessed in languages other than English.

Profile Feedback

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Financial Feedback

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Student Success & Equity Feedback

The program selected “increase in majors”. The data indicate a decline in majors from 3 in 2018 to 1 in 2021. In 2022, no majors are listed for this program.

The committee noted that the program has not awarded any degrees since 2018.

In general, the committee would have liked to see at least some discussion of the factors selected under Students Success Data Trends.

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
Yup'ik Language and Culture BA

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: Prepare teachers of Native language and culture, emphasizing the role of oral language in the classroom and an understanding of the situation of endangered languages.	Develop writing skills in Yup'ik and English	Instrument: class testing Rubric and standard: specific to class	YUP 101, 102, 109 YUP 208, 209 YUP 301
	Develop conversational skills in Yup'ik leading to proficiency	Conversation test (phone) Instructor contact, peer conversation observation	YUP 103, 104 YUP 203, 204 YUP 301 YUP 205, 206
	Learn about history, culture and relationship with other heritage languages	Instrument: class evaluation	YUP 103, ANL 150 ANS 4012, 461 YUP 301
	Learn about the history, culture and worldview of the Yup'ik people	Evaluation of journals, instructor-student communications, papers and projects.	YUP 330, 375, 488 ANS 401, 461
	"To know about others, you have to know about yourself" – Develop Yup'ik identity for confidence and stability in the workplace.	Evaluation of journals, instructor-student communications, papers and projects	ANS 401, 461 ANL 150 YUP 101, 102, 109 YUP 103, 104 YUP 330, 375, 488
	Written and oral communication in English	Presentations in English, papers and projects in English Rubrics specific to class	YUP 101, 102 ANS 401, 461 YUP 230 (translation)