

Yup'ik Language Proficiency - Certificate - 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):

Recommendations were strong, so we left them the way they were. Thank you.

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:

When declaring a native language education major or certificate, students are required to fill out a questionnaire with a statement explaining their language fluency, knowledge of teaching, job experience, and employment goals.

More often than not the students in this program are non-traditional and live in their home communities.

Initially submitted 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 left the curriculum as they were since they are monitored at KuC by faculty there.

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.

Not 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.

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Optional Data Explanation

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

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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

Submitter Email

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 collaboration in department,Missing curricular connection

Student Learning Outcomes Assessment Feedback (narrative)

The updated Student Learning Outcomes describe levels of language proficiency students will develop in the program. Additional attention might be paid to how students will “demonstrate” proficiency levels in the target language.

The program discusses the questionnaire and statement explaining language proficiency and goals as part of the “Summary of Learning Outcomes Discussion”. It is unclear how this relates to the SLOA/Comm Plan or to student learning outcomes. The committee also encourages the program to discuss in more detail how students’ location and status as non-traditional students impacts SLOs, curricular changes and outcomes assessments.

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. The following statement seems to indicate that faculty delivering this degree program at the Kuskokwim campus were not included in the preparation of the report: “We left the curriculum as they were since they are monitored at KuC by faculty there.” This is another opportunity for collaboration across campuses.

SLOA plans are identical for the Certificate and Associates degrees in your department. It is essential that different programs have different outcomes- if students are intended to learn the same things, how are the programs differentiated?

Profile Feedback

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Financial Feedback

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Student Success & Equity Feedback

The committee is happy to see that after several years without students in the program (2018-2021), that there were 3 majors in 2022. This is a great achievement and the program might share with others how they were able to attract new majors. Hopefully this will become a trend over the next several years, as the current students will earn degrees in due time.

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
Certificate and AAS in Yup'ik Language Proficiency
 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: Students will attain oral, reading and writing proficiency in Yup'ik.	Students will demonstrate a high intermediate level of oral competency in Yup'ik, as defined by the American Council for the Teaching of Foreign Languages. (ACTFL).	As part of regular testing, students will be assessed for oral proficiency as part of their final exam in each language course.	Yup'ik 103, 104, 203, 204 Conversational Yup'ik YUP 205, 206, 223 Regaining Fluency in Yup'ik OR YUP 221, 222, 223 Intermediate Central Yup'ik Apprenticeship I, II, III Classes delivered at Kuskokwim campus or online
	Students will demonstrate an advanced level of aural competency in Yup'ik, as defined by the American Council for the Teaching of Foreign Languages (ACTFL).	As part of regular testing, students will be assessed for oral proficiency as part of their final exam in each language course.	Yup'ik 103, 104, 203, 204 Conversational Yup'ik YUP 205, 206, 223 Regaining Fluency in Yup'ik OR YUP 221, 222, 223 Intermediate Central Yup'ik Apprenticeship I, II, III Classes delivered at Kuskokwim campus or online
	Students will demonstrate a basic command of Yup'ik grammar and orthography, as appropriate to an entry-level language student.	As part of regular testing, students will be assessed for reading and writing proficiency as well as their understanding of grammatical structure.	YUP 130 Beginning Yup'ik Grammar YUP 240 Introduction to Reading and Writing Yup'ik
	Students will demonstrate sufficient control of the writing system to interpret written language in areas of practical need.	As part of regular testing, students will be assessed for reading, fluency, and comprehension	YUP 130 Beginning Yup'ik Grammar YUP 240 Introduction to Reading and Writing Yup'ik