

Climate and Arctic Sustainability - Bachelor of Arts - Full Review & SLOA

Current Compliance Year: 2022-2023

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 Arctic and Northern Studies B.A. and M.A. programs underwent expedited review in AY 2020. The Chancellor recommended that the B.A. continue and the M.A. continue with an improvement plan. We received a report for the M.A. program, requesting follow-up items on February 2, 2022. We responded to this report on April 19, 2022 with ways we have addressed the recommended courses of action. Please note that we will update our SLOA and embed our communication outcomes plan for the next program review.

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:

We use a variety of methods to assess our student learning outcomes (SLOs) for the B.A. degree. Two significant tools are 1) an exit survey administered to undergraduate majors at the time of their graduation and 2) the instructor's evaluation of the term paper the student writes in the capstone course, ACNS 484 Perspectives on the North. For this review, we have surveys from two students, and Dr. [REDACTED], having taught ACNS 484 for many years, evaluated these two students' term papers for this report. As the number of majors is increasing, we will report results on more students in the next review. One outcome is that students will increase their knowledge of the circumpolar North. We assess the achievement of this outcome with student surveys, and both students self-reported having met this outcome. Two other outcomes are that students learn about the region's myriad peoples and characteristics (politics, economics, etc.) and that they will explore original research, scholarship, or creative activities on the region. We use the instructor's assessment of the term papers to evaluate these outcomes. From her assessment of their term papers, Dr. [REDACTED] believes that while both students learned about the region and its myriad characteristics, one student had developed their writing, analytical, and research skills a bit more than the other. Recognizing variation among students, we believe that we have adequately achieved our intended outcomes for this review period. Professors [REDACTED], [REDACTED], and [REDACTED] contributed to this assessment.

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 updated our SLOAs for both the B.A. and M.A. degrees in AY 2021 and accordingly made several important curricular changes to the B.A. degree in AY 2021. For the B.A. degree, we broadened the program's interdisciplinarity beyond the social sciences and humanities to include the natural sciences. We also amended the core requirements and expanded concentrations and options, to reflect interest in Indigenous peoples' concerns, climate change, and environmental threats. The degree can also be pursued online. The degree is now much more flexible, to meet the divergent needs and interests of our students. Our changes responded to administrative, political, and economic imperatives. In previous reviews, we have been advised to grow the B.A. enrollment, and our curricular changes have been an effort to do so. We have also considered current global conditions, such as rapid climate change and increasing pollution in the Arctic, the higher demand for online courses that COVID-19 has accelerated, and the state's mandate to educate Alaska's workforce. Although the B.A. program remains small, it links directly with the UAF mission, and its enrollment has grown over the last three years. In AY 2023, the B.A. program is undergoing a name change to better capture the degree's focus on the climate and to attract more students; it is changing from Arctic and Northern Studies to Climate and Arctic Sustainability, and curricular changes will follow in AY 2024.

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, Decline in degrees awarded, Increase in SCH, Increase in persistence, Increase in pass rates

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.

After carefully evaluating the data by demographic category, we do not find any equity gaps. Pass rates have actually increased from 2018 to 2022 for the majority of the various demographic groups including: [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], and [REDACTED]. They have declined for the following demographic groups: [REDACTED], [REDACTED], [REDACTED], and [REDACTED]. However, the number of [REDACTED] students is low, with no [REDACTED] students in several years of data reporting. The [REDACTED] pass rate dropped only slightly – from 66.7 to 63.6 percent.

Optional Data Explanation

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

The number of B.A. majors and ACNS undergraduate students, although climbing, has been low. Thus, we should be cautious about data extrapolations. That said, the number of majors, SCH, persistence, and pass rates have all increased over the 2018-2022 period. Majors have increased from 4 to 10; the SCH from 12.8 to 16.5 (remember that ACNS does not offer most of its courses); persistence from 40 to 50 percent; and pass rates from 50 to 62.5 percent. The number of degrees awarded has declined. Given the historical smallness of the B.A. degree, we are excited to see strong growth on many indicators over the time period.

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:

First-Year Seminars and Experiences, Writing-Intensive Courses, Undergraduate Research, Capstone Courses and Projects, Diversity/Global Learning

Collaborative Assignments & Projects**Undergraduate Research****Diversity/Global Learning****ePortfolios****First Year-Seminars & Experiences****Writing-Intensive Courses****Service-Learning and/or Community-based Learning****Internships****Capstone Courses & Projects****Other or None of these (explain)**

Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next visit. So, when it's time for the next program submission, your previous narrative profile answers will be here, ready for editing. You can then decide if any updates are necessary, based on your needs for the next program review cycle.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Feedback

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

Cost Effectiveness

How does your department/program approach being cost effective?

The Arctic and Northern Studies B.A. program might be the most cost-effective program at UAF. Arctic and Northern Studies does not have its own dedicated faculty but rather relies on affiliated (and non-affiliated) faculty who have lines in other departments and programs. ACNS has a small program budget, and very little of it goes to the B.A. program. Except for one dedicated program course (ACNS 201, offered by ACNS affiliated faculty Dr. [REDACTED]), all courses come from other departments and programs at UAF. Some of these courses are cross-listed, but most are not. Dr. [REDACTED] academic line (and tenure home) is exclusively in History. The only faculty lines in ACNS are Dr. [REDACTED] (ACNS Director) and Dr. [REDACTED] (ACNS Assistant Director), and neither has a full line (or tenure) in ACNS. Dr. [REDACTED] is on a 60 (Arctic and Northern Studies) / 40 (Political Science) split, and Dr. [REDACTED] is on a 50 (Arctic and Northern Studies) / 50 (History) split. ACNS has never housed anyone's tenure. In addition to the ACNS B.A., Drs. [REDACTED] and [REDACTED] oversee the ACNS M.A. program, the new ACNS Graduate Certificate program, and the cohort of Interdisciplinary Studies (INDS) Ph.D. students in ACNS.

The financial information provided by CLA Fiscal Officer [REDACTED] does not break down financial revenues/costs by degree program, but by all indicators the ACNS program (as a whole) is doing extremely well. Total Student Credit Hours (SCH), Service SCH, Total SCH per Department Full Time Equivalent (FTE), Service SCH per Department FTE, Majors in Programs, and Majors per Department FTE have all increased from FY2020 to FY2022, while FTEs have remained fairly stable (5.33 in AY20 to 5.79 in AY22; most of the FTEs are TAs). Moreover, ACNS brings in more tuition and project revenues than all program expenditures; tuition revenue has also increased from 2020 to 2022 by 25 percent.

Program's Value to Mission

UAF emphasizes "the circumpolar North and its diverse peoples" in its mission and serves as "America's Arctic university." Arctic and Northern Studies is one of few programs at UAF that specifically and comprehensively addresses the University's mission. Our program focuses on teaching and researching Arctic-related topics, primarily focusing on the human dimensions. Our faculty's research covers this geographic area from multiple perspectives with strengths in the disciplines of History and Political Science and expertise also from Alaska Native Studies, Anthropology, Art, English, Indigenous Studies, Psychology, among others. ACNS's interdisciplinarity is especially advantageous, given the complexity of the challenges we face in the North. Moreover, the program is not duplicated in the UA system. In fact, no other academic institution in the United States offers a B.A. or M.A. in Arctic studies.

Duplicative Programs

The Arctic and Northern Studies B.A. is unique not only in the University of Alaska system but also the country. Although some universities offer an undergraduate major concentration or minor in Arctic studies, no university in the country offers a B.A. (or M.A. or doctoral level education) in Arctic studies except for the University of Alaska Fairbanks.

Community or Other Partnerships

Arctic and Northern Studies has relationships with several entities. ACNS Director Boylan leads the Model Arctic Council (MAC), organized as a Thematic Network in the University of the Arctic (UArctic). The program also has a strong relationship with the Center for Arctic Policy Studies (CAPS) at the International Arctic Research Center (IARC). CAPS Director Dr. [REDACTED] is an ACNS affiliated faculty and often employs ACNS graduate students at CAPS or otherwise funds them on her research grants. ACNS Director Boylan and affiliated faculty Drs. [REDACTED] and [REDACTED] have also worked on research projects under CAPS. ACNS has a relationship with the One Health program. Many of the ACNS courses are listed as part of the One Health M.A. curriculum (e.g., ACNS 600 Perspectives on the North; ACNS 652 International Relations of the North). Recently, ACNS partnered with the Copper Valley School Association (CVSA), and CVSA generously funded a two-year ACNS teaching assistantship (TAship). ACNS affiliated faculty routinely contribute to local education programs: History Day and We the People. Several ACNS B.A. students are Honors and/or Climate Scholars, while many M.A. students have been employed at local institutions like the Cold Climate Housing Research Center (CCHRC) and Fairbanks Climate Action Coalition (FCAC). Program alumni have gone on to work at a number of organizations in the public and private sector.

Value of Service Courses (Optional)

Since we do not offer (and therefore do not have control over) the vast majority of our B.A. courses, we are not able to submit these courses to the GER (and so we do not engage in service teaching). Nonetheless, we are considering adding the one course we do teach for the B.A. – ACNS 201 Circumpolar North: An Introductory Overview – to the GER. This course already attracts some non-majors interested in the Arctic region.

Post-Graduate Success

Arctic and Northern Studies prepares students for areas identified as high-need for the state of Alaska such as law, security, sustainability and the environment, civic engagement, and education. As a result, ACNS B.A. alumni have been highly successful in finding careers in higher education, government agencies, journalism and communications, consulting firms, environmental organizations, and businesses in the North, Lower 48, or abroad. Many also go on to graduate school.

Submission

Submitter & Collaborator Names

Brandon Boylan, Tyler Kirk

Submitter Email

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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

Increase enrollment, Increase retention/persistence, Increase graduates

Explanation of Recommendations

Overall, the department of Arctic and Northern Studies appears to be developing their B.A. program in a thoughtful and targeted way. They have identified the need to address student retention and GIP while working on a large restructuring to continue growing their undergraduate majors. While we did reference some of the data in above comments, we note the issue of it accurately representing the department's efforts due to the small data pool. Since the program is largely curated via courses offered in other departments, it would have been interesting to see information on how those curatorial decisions were made and what measures are in place to ensure cohesion over time. It will also be interesting to see in what ways course offerings change (if at all) given their plan to rebrand the program to a more specialized focus. The committee strongly advocates for the implementation of B.A. – ACNS 201 Circumpolar North: An Introductory Overview to the GER offerings in order to increase student reach and amplify general learning experiences in this topic. The program offers diverse learning and student experiences in consideration of indigenous learning, global learning, community partnerships, opportunities for original research, and in the fact that this program is in and of itself a unique entity offered only at UAF. The committee has expressed concern regarding the pertinence and effectiveness of the CLA portal data in contributing to our assessment due to outlying factors and extreme circumstances from the covid pandemic.

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan, Compelling learning story
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Student Learning Outcomes Assessment Feedback (narrative)

The program engages strongly with its SLOA plan via its writing intensive courses, the opportunity for original research, and their capstone course which requires the demonstration of intellectual synthesis. The committee is curious to know how re-focusing the program to "Climate and Arctic Sustainability" will impact the program's SLOA, and what those changes may be. Additionally, the SLOA accounts for the ACNS offerings only while many student requirements are fulfilled through courses offered by other programs. It could be useful to the department to consider providing a breakdown of those external courses and what the general expectations for learning and development may be through those courses. Additionally, more specificity in direct student outcomes (which courses uphold which writing and oral communication development, etc.) may be useful to the program.

Profile Feedback

Program is mission-centric to UAF or college/school, Program is unique in the state, Strong post-graduation success for students, Strong ties to the community or industry
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Financial Feedback

High Tuition Revenues, Operates at Low Cost, Productive Faculty

Student Success & Equity Feedback

The number of B.A. students between 2018-2022 ranged 4-10 students trending upwards (4 students in 2018 up to 10 in 2022). They graduated 2 students in 2020. Their average pass rate for undergraduates was at its lowest in this period at 50% in 2018, increasing to 74% in 2020, and dipping again in 2022 to 62.5%. Furthermore, GIP has ranged from 40%-86%. The large fluctuations are clearly driven by the small data pool which the program also recognizes. The program relies heavily on course offerings from other departments to complete B.A. requirements noting that a large portion of the student curriculum is “beyond control.” They do indicate a desire to add their course, ACNS 201 Circumpolar North: An Introductory Overview to the GER list, which would be beneficial for both the program and its students, while also serving as a potential site for attracting new majors.

High-Impact Practices Feedback

The B.A. program engages in wide ranging high-impact practices including an orientation seminar (which seems crucial given this particular area of study), writing intensive courses (ACNS 201 & 484), participation in department research, and a capstone course that is stacked with the M.A. intro course. Furthermore, the department recognizes ways in which its geographical specialization can have global impact via historical, geographic, and political lenses, therefore allowing students more flexibility in specializing towards their professional pursuits. This program should be recognized for its uniqueness as it is the only B.A. in Arctic Studies offered in the country (stated in the program narrative). Furthermore, they hope to attract more majors with their intent to rename their program to “Climate and Arctic Sustainability.”

Dean's Review Feedback

I appreciate the excellent reporting and review of CLA's ACNS BA program. This is a unique program that prepares students for purposeful careers in an ever-evolving Alaska and Arctic environment. Towards increasing enrollments, persistence, and pass rates, I support ideas, such as the proposed BA program name change (from ACNS to Climate and Arctic Sustainability) and proposing ACNS 201 (Introductory Overview) as a GER offering. The Dean's office will continue to work with ACNS to assess and advocate for increased resources required to administrate, grow, and evaluate this unique, important and complex program.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
B.A. in Arctic & Northern Studies
College of Liberal Arts
August 2020

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The mission of UAF's Arctic & Northern Studies is to educate students and others on the Arctic region and circumpolar North, with focus on their peoples and communities, social systems, and environments in a rapidly changing context due to climate change, and prepare them to work on Arctic issues. GOAL STATEMENT: The goal of UAF's Arctic & Northern Studies is to elevate significantly the interdisciplinary knowledge and curiosity of and appreciation for the Arctic region and circumpolar North among students and others and to provide an academic structure for learning about the Arctic region and circumpolar North for the UAF and wider academic and policy communities through high quality teaching and mentoring; innovative research and scholarship; and service, outreach, and networking.	Students will learn interdisciplinary ways to conceptualize and think about the Arctic region and circumpolar North.	B.A. students must take and pass the introductory / orientation seminar to the ACNS B.A. program, ACNS 201 The Circumpolar North.	Students typically take this in their first year.
	Students will learn about the region's peoples, communities, political systems, policies, histories, geographies, economies, ecosystems, literatures, and art forms.	Students must take and pass courses in a variety of disciplines. *Students must demonstrate synthesis of these perspectives in the senior seminar, ACNS 484 Perspectives on the North.	Students will complete an essay in the senior seminar, ACNS 484 Perspectives on the North (the capstone course) which should demonstrate broad, interdisciplinary understanding of the Arctic and circumpolar North. *This is typically taken in the senior year. *In addition to the course instructor, the ACNS SLOA committee will evaluate these essays for accreditation purposes.
	Students will explore original research, scholarship, and creative activity that focus on the Arctic region and circumpolar North.	Students will be exposed to such literature in their various classes, especially upper division classes.	Students will complete an essay embedded in the senior seminar, ACNS 484 Perspectives on the North (the capstone course), in which they must become familiar with, evaluate, and synthesize literature based on original research. *This is typically taken in the senior year. *In addition to the course instructor, the ACNS SLOA committee will evaluate these essays for accreditation purposes.
	The program offers opportunities for experiential, applied, and other out-of-classroom learning. This includes participation in the Model Arctic Council, research and scholarship, field trips, lectures and presentations by visiting scholars, and participation in ACNS social and academic events.	These opportunities will be announced through the ACNS Facebook page, ACNS website, and email. Students will be encouraged to participate, but they will ultimately self-select into these opportunities.	Students will have the opportunity to participate in the Model Arctic Council and other opportunities as they are provided. *ACNS leaders will inform students of these opportunities.

Submitted by: Professor Brandon Boylan and Tyler Kirk

			*ACNS will collect information on participation in some events (e.g. Model Arctic Council).
	Students will achieve academic growth in their understanding of the Arctic region and circumpolar North.	Student program evaluation includes an open-ended questionnaire administered towards the end of or shortly after their degree.	Students will complete a program and self evaluation close to or upon graduation. *ACNS faculty will evaluate these questionnaires.

Fiscal Report for Arctic & Northern Studies Program (CLA)

	FY2020	FY2021	FY2022	Definitions for the compiling staff	Definitions for the programs and reviewing committees
Total Student Credit Hours (SCH)	392	450	495	Provided in SCH tab in the student success data provided by PAIR.	Total Student Credit Hours delivered in courses/subject codes attributable to the program/department. Comes from the data dashboard.
Service SCH	392	450	495	Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH table of the data provided by PAIR.	Sum of rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH table of the data provided by PAIR.
Department FTEs	5.33	5.15	5.79	FTE = Full-time equivalent employee. Use the worksheet below to calculate for each employee type, and then use the total from row 31 here.	FTE = Full-time equivalent employee. Fiscal staff have used the worksheet below to calculate for each employee type in this program/department's staffing.
Total SCH per Department FTE	73.51	87.36	85.47		Total SCH divided by employee FTE for the year. May give insight into departmental productivity scaled to the size of the department.
Service SCH per Department FTE	73.51	87.36	85.47		Service SCH divided by employee FTE for the year. May give insight into departmental productivity scaled to the size of the department.
Majors in Programs	38	38	47	Provided in the Majors table in the student success data provided by PAIR.	Total majors in the program (or all programs in the department), in the Majors table of the data provided by PAIR.
Department FTEs	5.33	5.15	5.79	From row 32 below or row 5 above	FTE = Full-time equivalent employee. Fiscal staff have used the worksheet below to calculate for each employee type in this program/department's staffing.
Majors per Department FTE	7.13	7.38	8.12		Total majors divided by employee FTE for the year. May give insight into departmental productivity scaled to the size of the department.
Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 (and/or F7) fund type designation	
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central support; should NOT include Academic Services expenditures	Used to report additional costs that support instruction within the department/program that are not charged directly to the accounting level that directly represents the program; note that these costs should still be instructional costs, and should not represent Academic Service (AS) expenditures, as that is counted as a different type of cost within the UA accounting system.
*Maximum Possible Tuition Revenue to Unit				*Maximum possible distributed receipts to college from tuition: calculated based on total SCHs generated by the department/program and applicable AY credit hour rates, prior to any discounts. Unit distribution is based on the current 80/20 percent tuition distribution model where generating units receive 80% of earned tuition. PLEASE USE PAIR REPORTED SCH TO REPLACE ZEROES IN CELL CALCULATIONS.	Maximum possible distributed receipts to college from tuition; calculated based on total SCHs generated by the department/program and the applicable AY credit hour rates, prior to any discounts, and UAF's active tuition distribution model, which determines how much the unit receives of their generated tuition (80%), and how much the campus keeps, in addition to any out-of-state surcharges, to support central offices/other UAF functions (20%).
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)	Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.
Restricted/Sponsored Project Revenue				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)	Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds
Fees				e.g. Course Fees (9159), Non-Credit Special Course fees (9151), Tuition Surcharges (9164)	
Other UA Receipts/Revenue				Other Revenue: e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (e.g. 9151, 9159, 9164) REPORTED ABOVE	
Workload allocation: Teaching Units	22.9	19.5	18.5	Department faculty's workload units assigned to teaching	
Workload allocation: Service Units	7	5	6.5	Department faculty's workload units assigned to service	
Workload allocation: Research Units	9.1	4	5.5	Department faculty's workload units assigned to research	

Full-time Equivalent Worksheet**

	FY2020	FY2021	FY2022	
Faculty FTEs	1.13	1.20	1.10	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. F9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).
Adjunct FTEs	0.15	0.18	0.07	Base assumption: 40 units/credits = 1.0 FTE. Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	0.12	0.12	0.12	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.
Graduate TA/RA FTEs	3.94	3.06	4.50	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Departmental FTEs	5.33	5.15	5.79	Sum of all employee FTEs

**Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)

Summer 2019 Summer 2020 Summer 2021
Fall 2019 Fall 2020 Fall 2021
Spring 2020 Spring 2021 Spring 2022

Student Learning Outcomes Assessment (SLOA) Summary

Arctic & Northern Studies (ACNS) B.A.

College of Liberal Arts

2019-2021

Submitted by:

Brandon M. Boylan

Contact Information:

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Date:

May 2021

Review Period: AY 2020 - AY 2021

1. Assessment information collected

- a) Faculty evaluations of final papers in the senior seminar capstone course, ACNS 484 Perspectives on the North
- b) Student evaluations of the B.A. in Arctic and Northern Studies

2. Conclusions drawn from the information summarized above

Two students graduated from the B.A. in Arctic and Northern Studies in AY 2020 (Joseph Ransdell-Green and Melanie Olson), and two students will likely be graduating from the B.A. in AY 2021 (Lance Thibedeau and Shannon Cole).

a. Faculty evaluations of students' capstone papers

Two students took ACNS 484 Perspectives on the North (the senior seminar capstone course) in fall 2019 with Dr. Mary Ehrlander and completed the final paper. One student took the course in fall 2020 with Dr. Tyler Kirk but did not complete the final paper and took an Incomplete.

In Dr. Ehrlander's fall 2019 course, one student wrote a paper titled "Indigenous Governance through Community-based Monitoring in the Yukon River Basin." Dr. Ehrlander assessed that this student has strong writing, analytical, and research skills and has acquired a great deal of knowledge related to the Circumpolar North. Dr. Ehrlander wrote, "He demonstrates the ability to synthesize a variety of sources to present a well-argued and balanced paper." This particular student was our outstanding B.A. student in AY 2020. Dr. Ehrlander's assessment of the second ACNS B.A. student in her fall 2019 class was mixed. This student wrote a paper titled "Comparing the American treatment of Unangan and Japanese during WWII." Although Dr. Ehrlander wrote that this student does not have particularly strong writing, analytical, and research skills, she does believe that she graduated with a good grasp of Northern issues.

Student Learning Outcomes Assessment (SLOA) Summary

Although Dr. Kirk had one ACNS B.A. student in his fall 2020 course, this student did not complete the final paper (she took an Incomplete for the course), so he could not write an assessment of her performance.

b. Student program evaluations

Three of the four graduated (or soon-to-be-graduated) students in AY 2021 - AY 2022 completed evaluations of the ACNS B.A. program. We asked students to report their perspectives on self-growth, the strengths and weaknesses of the ACNS B.A. program, and their preparedness for graduate and/or living/working in the North. Overall, their assessments of the program were strong.

All students reported strong self-growth and highlighted various issues they have learned while in the program. One student highlighted the interdisciplinarity of the program: “Through studying the Arctic with different perspectives (history, political science, geography, etc.) a student is better prepared to understand diverse subjects by considering multiple angles and not only a singular perspective.”

Students reported value in the interconnectedness of classes to learn about the Arctic and circumpolar North. One student wrote, “History and political science classes such as History of Alaska, Alaska Government and Politics, 20th Century Circumpolar History, International Relations of the North, and Polar Exploration and Its Literature gave insight into the historical developments that led to current cultural and political landscapes in the North.” Another student saw great improvement in his writing skills as a result of the program.

In terms of weaknesses, students reported the need for the program to sponsor more social and extracurricular activities. One student also said that departmental communication could be improved and that “Overall support and awareness for the program is certainly an area that needs to be expanded.”

Students reported how they believe the program has prepared them for their futures. One student remarked, “The unique nature of obtaining an ACNS degree also helps the student stand out from traditional degrees so that they may have more opportunities.” Another student, who has gone on to pursue the ACNS M.A., said, “The ACNS BA program has provided me with the comprehensive knowledge of these cultural perspectives so that I am able to focus my graduate school research on how traditional knowledge can enhance scientific documentation and environmental stewardship.”

3. Program changes

Leadership changes: Dr. Mary Ehrlander retired from UAF in summer 2020, and Dr. Brandon Boylan became Director. Recently hired History Assistant Professor Tyler Kirk has become the Assistant Director of ACNS.

Curricular changes: In AY 2020, the ACNS B.A. program underwent expedited academic program review. Although the review committee recommended the deletion of the B.A. program, many stakeholders (students, alumni, faculty) appealed to Chancellor White to continue the program. The program was continued. In reaction to this process, ACNS leadership revised and modernized the B.A. curriculum. These changes will take effect starting AY 2022. The program now centers on a) a set of core courses, b) an elective course from each of three traditions (natural sciences, social sciences, and humanities), and c) the completion of one of three concentrations (Arctic History and Politics;

Student Learning Outcomes Assessment (SLOA) Summary

Environmental Studies; and Native Studies). We believe these changes will be more attractive to students, stressing both the cross-campus character / interdisciplinarity of the degree and the flexibility of the curriculum, which gives students the ability to focus on the aspects of the Arctic they find most interesting and beneficial to their lives and careers.

4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

Brandon Boylan and Tyler Kirk

STUDENT LEARNING OUTCOME ASSESSMENT FEEDBACK 2018
ARCTIC & NORTHERN STUDIES, BA

	YES	NO
Was the report submitted by the deadline (or was an extension given)?	X	
Is the plan current?	2013	
Does the plan include assessment of communication? (for Bachelor's degrees)		X
Does the plan summarize and analyze two years of data?	X	
Does the report address the outcomes detailed in the plan?		X

COMMENTS:

- The SLOA plan should be updated to include the communication learning outcomes passed by Faculty Senate
- It is difficult to assess with only one graduate, but the specific learning outcomes described in the plan are not addressed in the report.