

Alaska Native Studies – Bachelor of Arts

Current Compliance Year: 2023-2024

Full 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):

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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 and recommendations may not appear until after your first full or mid-cycle review.

Strong

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

Learning outcomes data was collected for a total of 16 students (13 RD and 3 ANS from Spring 2021 to Spring 2023). Due to the small number of ANS students, RD and ANS students are being reported together for this cycle. The primary direct assessment of learning outcomes is of senior projects and theses. A description of the assessment process, analysis, and rubric is in the appendix.

Over 90% of senior projects and theses were rated as outstanding or good in the categories of “understanding” and “application” with many students creating projects that were being implemented at the time of graduation or could be implemented within two years. Faculty noted the high level of interdisciplinary projects and theses. Writing was the biggest area of concern, with students coming to the program with highly variable levels of writing experience, but over 80% of written products and presentations were still rated as outstanding or good.

The graduate exit survey was not collected.

The baseline data for written and oral communication was not collected.

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:

The Department discussion of the assessment included the following:

- DANSRD needs to recalibrate its assessment categories. There is no longer consensus around what each category (Outstanding, Good, etc.) means.
- Writing expectations remain an issue:

- o The department currently uses the Chicago Manual of Style/Turabian. Should we continue with a single style or allow each faculty to choose their own style?
- o Should ANS/RD 225 Communications focus more on academic writing?
- o What else can we do to address the disparate writing skills of our students?
 - Is program content well-differentiated? ANS and RD have clearly separated outcomes and goals but changes to the curriculum, especially the need to have many courses cross-listed, means that a lot of student projects/theses are very interdisciplinary. This is a strength, but could also lead to the erosion of the individuality of the programs. One possible solution is to remove or reduce the concentrations that require extensive cross-listing to deliver and increase individual program requirements. This would allow the programs to emphasize their differences while maintaining cross-listing for important relevant topics such as ANCSA.
 - COVID concerns: COVID had a significant impact on student preparedness and understanding of academic expectations. It would help to add more TA support to the capstone course.

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 and recommendations may not appear until after your first full or mid-cycle review.

Student Success Data Trends:

Increase in persistence, Decrease in pass rates, Decline in degrees awarded, Decline in majors, No change in SCH, Equity gaps

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.

Equity is steady across the board from 2019 to 2023. There are slightly fewer equity gaps. We have a high population of women enrolled in all of the demographics, we have a high [REDACTED] population enrolled in credit hours, and a steady number of students [REDACTED] eligible.

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.

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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, "Service Learning, Community-based Learning", Internships, Capstone Courses and Projects, ePortfolios, Diversity/Global Learning

Collaborative Assignments & Projects

Undergraduate Research

See capstone class expectations

Diversity/Global Learning

ANS major students learn about Indigenous peoples' colonial experience in the circumpolar north and other areas of the world. Course examples include: ANS 113 Alaska Natives, Indigenous Peoples, and International Laws, ANS 340 Contemporary Indigenous Literature in North America includes Canadian authors, ANS 325 Alaska Native and Comparative Tribal Self-Governments, ANS 329 Indigenous Alaska Native Language and Culture Revitalization, ANS 310 Alaska Native and Comparative Indigenous Land Settlements, ANS 347 Voices of Native American Peoples Exploration, ANS 348 Native North American Women

ePortfolios

ANS student majors do a variety of projects, including written, and multimedia.

First Year-Seminars & Experiences

ANS 100: Preparing for College and Student Success is required by all ANS majors in the first year.

Writing-Intensive Courses

The Alaska Native Writing Workshop is a writing-intensive course required by all ANS majors.

Service-Learning and/or Community-based Learning

The ANS major students can take RD 492: Indigenous Leadership Seminar as an elective. The ANS 251/351: Practicum in Cultural Expression is an elective course where students organize and host the Festival of Native Arts.

Internships

ANS major students have the opportunity to take RD 400: Rural Development Internship as an elective course to participate in an internship.

Capstone Courses & Projects

All ANS seniors are required to take the capstone course ANS 474: Applied Community Research in the fall and ANS 478: Alaska Native Studies Senior Thesis in the spring.

Other or None of these (explain)

The Alaska Native Theme (ANT) courses bring examination of colonization to all students at UAF. These courses are offered by ANS faculty and require all students to critically consider Alaska Native people's history and land settlement as part of colonization.
ANS F242X Indigenous Cultures of Alaska, ANS F111X History of Colonization in Alaska: The Indigenous Response, ANS 101 Intro to Alaska Native Studies, ANS 202 Aesthetic Appreciation of Alaska Native Performance

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 and recommendations may not appear until after your first full or mid-cycle review.

Cost Effectiveness

How does your department/program approach being cost effective?

The Alaska Native Studies program offers large ANT classes that support smaller class sizes for majors. We are planning on pursuing developing more classes for continuing education credits for other faculty, educators, and health care professionals. We would also like to offer additional occupational endorsements in specific areas like language revitalization for Indigenous first-language speakers.

- In 2023, total unrestricted expenditures of the ANS BA program totaled [REDACTED] --down from [REDACTED] in 2021. Department FTEs went down from 4.43 in 2021 to 3.95 in 2023. Total unit/central support allocated to programs increased to [REDACTED] in 2023, up from [REDACTED] in 2021.
- Salary and benefits expenditures decreased from [REDACTED] in 2021 to [REDACTED] in 2023. Total expenditures decreased from [REDACTED] in 2021 to [REDACTED] in 2023.
- The total tuition revenue of the Rural College increased from [REDACTED] in 2021 to [REDACTED] in 2023.
- State appropriation revenue increased from [REDACTED] in 2021 to [REDACTED] in 2023.
- Cost per SCH decreased from [REDACTED] in 2021 to [REDACTED] in 2023.
- Percentage program covers (non-state appropriation revenue/expenditures) increased from 72.62% in 2021 to 131.43% in 2023.
- Total student credit hours (SCH) increased from 2231 in 2021, to 2495 in 2023.
- Majors in programs increased by one, from 25 in 2021 to 26 in 2023.
- Majors per Department FTE increased from 5.65 in 2021 to 6.58 in 2023.

Program's Value to Mission

The Department of Alaska Native Studies and Rural Development, DANSRDs mission is Empowering Communities through our Students and our vision is Self Determined Indigenous and Community Development. Alaska Native Studies has built a program that aligns with the mission statement shared between Alaska Native Studies and Rural Development. Our courses are aligned with student learning outcomes that place a heavy emphasis on community work with an understanding of historical context and cultural knowledge. Our program encourages and builds skills around strength-based solution-oriented community planning. The Alaska Native Studies program is committed to the celebration of Alaska's diverse peoples and this commitment is demonstrated in each class.

Duplicative Programs

The Alaska Native Studies program is unique, a true Alaskan treasure.

Community or Other Partnerships

The Alaska Native Studies program classes are taken by educators for their continuing education credits to recertify.

Value of Service Courses (Optional)

The Alaska Native Studies program classes are taken by educators for their continuing education credits to recertify.

Post-Graduate Success

The Department of Alaska Native Studies and Rural Development graduates have positions of leadership across the state and nation.

Submission

Submitter & Collaborator Names

Charleen Fisher, PhD, Tia Tidwell, Debbie Mekiana, Jennifer Adams, Deanna Fitzgerald, Christine Davenport
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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

Improve time to degree, Increase enrollment

Explanation of Recommendations

- 1) There is a need to increase the enrollment of [REDACTED] students in the program.
- 2) Improve student enrollment in the BA program. Increase student credit Hours (SCH) offered by the BA program and the ANS department in general. This will lead to increased revenue and further strengthen the program.
- 3) Faculty affiliated with the program need to consider ways to improve their research/scholarly productivity. They may pursue external grants to fund research and/or creative activities in the department.

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan

Student Learning Outcomes Assessment Feedback (narrative)

The SLOA is extensive and well laid out, but active verbs are missing. It would be good to use exit surveys to help with learning about SLOA applications leaving UAF. The program has identified areas that need further strengthening, which should be implemented. Most assessment criteria are collected from the course ANS F478; what about other courses? The review committee is of the opinion that "Students will apply the information and skills learned in this degree in their community activities and employment." should not be part of SLOA since it extends beyond the students' time at UAF. It would be helpful to see the rubric being used, as it is unclear what the assessment criteria are (e.g., what does "good" or "outstanding" mean?). Consistent evaluation is an urgent issue they should address.

Profile Feedback

Program is mission-centric to UAF or college/school, Strong ties to the community or industry

Financial Feedback

Operates at Low Cost, Opportunities to Increase Revenue

Student Success & Equity Feedback

Equity gaps are closing. The number of graduates appears to go up and down but within a 10-point range. The student persistence in the program is growing. The average pass rate went down during 2020, which could be associated with COVID-19, but is rising again. There does not appear to be an equity gap regarding race/age. There is a much higher number of [REDACTED] students. The number of majors is stable, but the number of graduates seems low in comparison.

High-Impact Practices Feedback

The BA in ANS program uses several high-impact practices designed to improve student learning. All of these add value to the BA in ANS program and should be continued.

There seems to be a diverse learning experience for students in the program. The review committee wonders if some of these additional requirements may contribute to the low graduation rate.

The program-affiliated faculty and the ANS department need to be cognizant of this possibility.

Dean's Review Feedback

AS with all programs here at CIS, there is a need to uplift enrollments. This is actively being worked on within the DANSRD department and CIS as a whole.

Vice Provost Feedback

SLOAs – Your report shows strong alignment between the plan, the results, and the analysis done by the program. Provided 4 SLOs; SLO #3 is a program outcome and not a SLO; the program might consider revising the SLOs to include more “action” words (<https://tips.uark.edu/blooms-taxonomy-verb-chart/>). Need to address closing the loop and continuous improvement.

HIPs - Provided overviews of these practices; could have used more details for each practice with specific examples. Not clear if these are required for all students or if students can choose from a group of options. Frequency of these opportunities? Required or optional? What proportion of students involved?

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Alaska Native Studies BA
2020-2021
College of Rural and Community Development

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: Empowering communities through our students GOALS: 1. Provide a high-quality BA degree in Alaska Native Studies that serves as a model of innovation and flexibility in delivering distance education while building on UAF's status as America's premier arctic university. 2. Recruit students from around the state and prepare them for the complexity of modern multi-cultural Alaska by thorough examination of the Alaska Native experience and its contemporary applications 1. The Communications Learning Outcomes (CLO) state that UAF undergraduates will demonstrate effective communication when they are able to: 1) Explain disciplinary content using a variety of modes of communication, including oral and written communication. 2) Communicate to audiences in the discipline using appropriate disciplinary conventions. 3) Translate disciplinary content to audience outside the discipline as appropriate, making disciplinary knowledge relevant to broader communities. 4) Integrate feedback from others to enhance or revise communication.	Students will demonstrate understanding of historical and contemporary Alaska Native cultural practices and issues.	Papers from ANS 478 Senior Thesis will be evaluated annually by a committee of no less than three DANSRD faculty using prepared rubric. 70% of senior theses will score Good or Outstanding in the faculty review.	DANSRD co-chairs will convene a committee to review projects and presentations.
	Students will apply knowledge of Alaska Native history, culture, and current issues that builds upon community strengths, address contemporary challenges, and advance Alaska Native Studies Scholarship.	Papers from ANS 478 Senior Thesis will be evaluated annually by a committee of no less than three DANSRD faculty using prepared rubric. 70% of senior theses will score Good or Outstanding in the faculty review.	DANSRD co-chairs will convene a committee to review projects and presentations.
	Students will apply the information and skills learned in this degree in their community activities and employment.	Graduate Exit Statement.	A Graduate Exit Statement will be collected from each graduate.
	Students will demonstrate culturally appropriate oral & written communications skills in a variety of contexts, including academic communication, legal and policymaking communication, creative writing, and communicating with tribal audiences.	A baseline of written and oral communication skills will be collected in ANS 225. Oral and written communications skills will be assessed in ANS 478. 70% of senior theses will score Good or Outstanding in the faculty review. 70% of senior theses presentations will score Good or Outstanding in the faculty review.	ANS 225 baseline will be collected by faculty DANSRD co-chairs will convene a committee to review projects and presentations. Data will be aggregated and compared by the department chair over time. A potential issue with this measurement is that students go through the program at significantly varying speeds. However, over time the information should show trends that will be helpful.

Data Liaison Report for Alaska Native Studies (BA) Department/Program				Definitions for the programs and reviewing committees
	FY2021	FY2022	FY2023	

Total Student Credit Hours (SCH)	2231	2521	2495
Service SCH	276	312	303

Department FTEs	4.43	4.40	3.95
Total SCH per Department FTE	504.18	572.38	631.13
Service SCH per Department FTE	62.37	70.84	76.65

Majors in Programs	25	24	26
Department FTEs	4.43	4.40	3.95
Majors per Department FTE	5.65	5.45	6.58

Total Unrestricted Expenditures			
Total Restricted Expenditures			
Total Unit/Central Support Allocated to Program(s)			

Receipts to college from tuition generated by the department/program, based on the campus's active tuition distribution model, which determines how much the unit receives of their generated tuition, and how much the campus keeps (in addition to the out-of-state surcharges) to support central offices/functions. The current distribution model is 80/20, where the unit/college receives 80% of their generated in-state tuition.

Tuition Revenue - Rural College			
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Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.

State Appropriation Revenue			
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Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds

Restricted/Sponsored Project Revenue			
Fees			

Other UA Receipts/Revenue			
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Workload allocation: Teaching Units	72.49	75.04	39.76
Workload allocation: Research Units	7.46	22.86	0.00
Workload allocation: Service Units	35.59	22.63	31.62

Full-time Equivalent Worksheet**	FY2021	FY2022	FY2023	
Faculty FTEs	2.89	3.17	2.36	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE.
Adjunct FTEs	0.89	0.50	0.08	Base assumption: 40 units/credits = 1.0 FTE.
Staff FTEs	0.62	0.68	0.58	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE.
Graduate TA/RA FTEs	0.02	0.04	0.02	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Departmental FTEs	4.43	4.40	3.95	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)