

High Latitude Range Management - Certificate

Current Compliance Year: 2023-2024

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):

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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 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:

Student Learning Outcomes remain the same.
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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:

Northwest Campus is expanding its curriculum to include the training of Alaska Native owners and managers of small-scale reindeer processing businesses to improve management practices that will result in reduced costs, added value, and will increase profitability in this industry. The HLRM Program will orient meat processing individuals and groups to food safety practices and laws governing meat processing, and provide training on best practices to improve the quality and marketability of reindeer products. An expanded training facility will support local red meat production and support relevant higher education opportunities. Additional benefits to the regional availability of a Meat Harvest Unit are increased community development and partnership with Tribes and Tri-Party governing bodies of the Bering Strait region. In addition to USDA reindeer meat processing, the NWC training facility can apply for a certification of compliance permitting non-USDA inspected meat processing of game species such as moose, muskox, and caribou. This would permit NWC to offer community training on butchering and packing of subsistence harvest land mammals. An overall result will be increased student enrollment and completion.
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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: (please indicate the trends that apply to your program)

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.

The priorities of the Drumbeats programs, including HLRM, are to increase the capacity of local community members through workforce opportunities, center Indigenous knowledge and amplify culturally based methods and approaches, respond to unique Alaska rural energy and food needs in a sustainable manner, and to integrate Native knowledge into grant activities, all aimed at increased enrollment and completion. The specific and overall intent is to close the equity gap with Indigenous student enrollment. Northwest Campus is expanding its curriculum to include the training of [REDACTED] owners and managers of small-scale reindeer processing businesses to improve management practices that will result in reduced costs, added value, and will increase profitability in this industry. The HLRM Program will orient meat processing individuals and groups to food safety practices and laws governing meat processing, and provide training on best practices to improve the quality and marketability of reindeer products. An expanded training facility will support local red meat production and support relevant higher education opportunities. Additional benefits to the regional availability of a Meat Harvest Unit are increased community development and partnership with Tribes and Tri-Party governing bodies of the Bering Strait region. In addition to USDA reindeer meat processing, the NWC training facility can apply for a certification of compliance permitting non-USDA inspected meat processing of game species such as moose, muskox, and caribou. This would permit NWC to offer community training on butchering and packing of subsistence harvest land mammals. An overall result will be increased student enrollment and completion.

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:

Collaborative Assignments & Projects

Undergraduate Research

Diversity/Global Learning

The high-impact practice that the HLRM Program exemplifies is Diversity/Global Learning, with the reinforcement through the HLRM Program of scientific and academic Indigenous knowledge and its integration into the university curriculum. The coursework is relevant to the participants and the learning is experiential.

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)

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

Consider curricular revisions, Increase enrollment
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Explanation of Recommendations

The review panel acknowledges the time and effort that went into preparing the mid-cycle program review for the High Latitude Range Management Certificate. The program did not respond to the previous review, which is important and necessary given the identified concerns for the program (i.e., increase enrollment to serve community needs). The review panel requests that the program include such a narrative for the full program review in two years. The review panel appreciates that the program provided a thorough overview of the curricular changes for the High Latitude Range Management Certificate.

Learning Outcomes Feedback

Requires Major Revision

Student Learning Outcomes Assessment Feedback (tags)

Missing a direct measure, Missing curricular connection

Student Learning Outcomes Assessment Feedback (narrative)

The program provided 6 SLOs for the High Latitude Range Management Certificate SLOA plan. The review panel offers the following recommendations to improve upon the program's SLOAs: - SLO #s 1 and 2 are program outcomes and not tied to student learning. These SLOs are valuable for program outcome tracking and the review panel encourages the program to retain them for that purpose. However, they are not SLOs that can be used as part of the SLOA plan. - SLO #s 3-6 could be crafted into SLOs as these areas of knowledge seem related to the content of the degree. - The recommendation from the review panel is to eliminate SLO #s 1 and 2 (as noted, they are not SLOs) and revise the wording for SLO #s 3-6 to address specific knowledge and/or skills (e.g., range management, ungulate health, etc.) gained by students in the program. 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/. - Per guidance from the NWCCU for accreditation purposes, they recommend that degree programs have between 3-5 SLOs per program (retaining and revising the 4 SLOs (#s 3-6) would meet that requirement. The program provided an assessment plan that relies exclusively on specific assignments in individual classes (e.g., homework, quizzes, final exam). Further, the assessment does not appear to involve collaboration among program faculty, which might explain why the curricular changes in the narrative are not directly related to the SLOA plan. The review panel recommends that the program provide an assessment plan for collecting data as well as a process to evaluate the SLOs based on the newly developed SLOs (per the guidance above). Collected data/artifacts and the rubrics used to collect these data will also need to be included in the full program review in two years. The assessment plan will need to be directly tied to the newly revised SLOs.
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The program provided a strong overview/summary of the current SLOs and curricular changes but it is not clear how they are tied to SLOs (e.g., how do the SLOs drive curricular change?). The review panel requests that the program demonstrate and provide evidence for that linkage.

Following NWCCU guidance, SLOA plans must emphasize "closing the loop" and continuous improvement, ensuring each SLO within the plan is assessed individually to verify alignment with program objectives. If a SLO fails to produce the expected assessment outcome, adjustments to SLO language, substantial changes to the SLO, or revisions to data collection rubrics are necessary to ensure alignment and facilitate program improvement.

Student Success & Equity Feedback

The program identified equity gaps in the program and noted the importance of this program to Indigenous communities and the goal to increase enrollment and graduation. Based on the data, there appears to be little movement in these areas as majors (2 to 1), degrees awarded (1 to 2), and SCH are flat, but GIP has increased. Average course pass rates have declined sharply (86 to 9%), and most of the other program data is not consistent enough to discern trends. The review panel and the program should work with PAIR to ensure that the correct data are available during the development year in advance of the full program review in two years.

The program should provide more information on the specific equity gaps that they have identified and how they plan to address those equity gaps. The discussion of the program's importance to Indigenous communities is important, but not directly related to any equity gaps they are noticing in their specific program.

The review panel feels that it would be beneficial to see how the program intends to increase enrollment and support students in the program.

High-Impact Practices Feedback

The program did not identify any HIPs via the tags, although they did provide a limited description of diversity/global learning (needs to be expanded upon).

The review panel recommends either identifying or, if there are not any HIPs, developing them. The program should include examples to demonstrate/highlight each HIP and note where these occur in the program.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
High Latitude Range Management
Northwest Campus Nome

May 24, 2013

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT:	To prepare students for entry-level employment in the field of natural resources that contributes to an educated Alaskan workforce	Proportion of graduates employed in natural resources (natural resources in general or employed in jobs related to high latitude range management?) What proportion and what would success look like in that proportion?	100% of HLRM graduates (1) have been employed in natural resources field (in what capacity, and is that the targeted outcome?) Why not more? This states historical data. What is being implemented to ensure future success? Who is implementing? When? Why?
GOAL STATEMENT:	To prepare students for advanced university coursework in an associate or baccalaureate program or other science coursework.	Participate in formal lecture and laboratory sessions with required in class attendance and participation. Homework (reading) assignments are given that requires each student to give next day in-class presentation. Quizzes are given that require real time oral and written responses. Comprehensive final exams demonstrating mastering of the subject. Attendance and participation will be documented daily by instructor. Quizzes will be immediately graded and discussed in class. Instructor will meet one on one with students that do not meet assessment criteria to develop remedial strategy. Seventy percent of all students will score at least 70% on cumulative total of all criteria.	What has the faculty found in terms of successfully achieving the middle column? What changes are going to occur to the program to improve that record of achievement? By when?
	To gain a broad understanding and perspective on range management principles for high latitude systems. (Knowledge based) Students will demonstrate mastery in basic range management	Instrument: Homework assignments, quizzes and comprehensive final exam Rubric: Mastery of Range Management Principles outlined in Chapters 5-15 Range Management Principles and Practices (eds Holechek, Pieper & Herbel)	Based on findings of student performance, what did you find lacking in reaching these goals of learning? Why do you think that was the outcome? What changes are being implemented to

Submitted by:

	terminology, ruminant taxonomy and evolution, tundra and arctic ecosystems, physical characteristics of high latitude range on the Seward Peninsula, identify and classify Alaskan forage plants by family and species, explain forage plant digestibility, explain the similarities and differences between various range production systems in Alaska (caribou, moose, reindeer)	Min. Standard: 70% of students meet or exceed expectations Seventy percent of all students will score at least 70% or better on cumulative total of homework and exams. Of the knowledge based criteria students will achieve mastery of a minimum of 80%	improve the quality and consistency of the instruction? Who is doing that? By when?
	To be knowledgeable in the science, and regulation along with acquiring technical skills in slaughtering and cutting of Alaskan red meat. Students will demonstrate mastery in meat science terminology, the physiology and biochemistry of muscle as a food, factors affecting meat quality in high latitude regions, state and federal slaughterhouse regulations factors that influence meat quality, discriminate between cuts and quality of meat during butchering, proper meat handling, wrapping, storing and various preparation techniques	Instrument: Homework assignments, quizzes and comprehensive final exam. Lab practical exam emphasizing meat cutting and cooking skills Rubric: Mastery of Meat Science principles outlined in Chapters 2-10 Principles of Meat Science. Teaching module Game meat processing DVD produced by CES, NWC, RRP Min. Standard: 70% of students meet or exceed expectations Seventy percent of all students will score at least 70% or better on cumulative total of homework and exams. Students will achieve mastery of a minimum of 80% of the knowledge based criteria . Students will achieve mastery of a minimum of 100% of the technical based criteria	Same set of questions as in the box above. Who collected the data to see if the learning promised was the learning that was achieved? Based on the findings, what changes are going to be occurring in the program to make the benchmarks of success more attainable?

	To be knowledgeable and develop technical skills in health issues related to domesticated ungulates, both farmed and free-ranging, in Alaska Identify features of ungulate anatomy and physiology. Differentiate between the transmission, diagnosis and control of diseases and parasites common to or potentially problematic to Alaskan livestock.	Instrument: Homework assignments, quizzes and comprehensive final exam. Lab practical exam emphasizing technical skills in basic veterinary care and animal first aid. Rubric: Mastery of Principles in the Reindeer Health Aid Manual Min. Standard: 70% of students meet or exceed expectations	And the same for this box as the two above.
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Submitted by:

	Differentiate between the transmission, diagnosis and control of diseases and parasites common to or potentially problematic to Alaskan ungulates To be knowledgeable in the benefits of preventative medicine for domestic livestock. Recognize signs and symptoms of common injuries and/or diseases. Identify indicators of disease or parasitic infections. To be knowledgeable in the body response to bacteria, viruses and vaccinations To have the knowledge of dosage, timing of administration, and the technical skills to vaccinate, treat meat animals. To have the knowledge to assist and interpret results from afield necropsy. To know the state of Alaska and federal disease certification and animal monitoring programs and the impact on the Alaskan livestock industry. Use critical thinking to understand environmental problems and discoveries Design a research project based on demonstrated development of a range management plan Understand the concepts of field and laboratory techniques for range management Conduct multiple range sampling methods Collect data for development of a range management plan Operate scientific equipment in field conditions Use laboratory equipment for analysis of forage samples Collect and interpret quantitative data Demonstrate field safety procedures	Seventy percent of all students will score at least 70% or better on cumulative total of homework and exams. Students will achieve mastery of a minimum of 80% of the knowledge based criteria. Students will achieve mastery of a minimum of 100% of the technical based criteria Instrument: Homework assignments, quizzes and comprehensive final exam. Lab practical exam emphasizing technical skills in basic veterinary care and animal first aid. Rubric: Measuring and Monitoring Plant Populations. U.S. Department of the Interior. Bureau of Land Management Technical Reference 1730-1. Available from: www.blm.gov/nstc/library/pdf/MeasAndMon.pdf	
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