

Tribal Governance - Associate of Applied Science - Mid-Cycle Review & SLOA Year

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):

No previous recommendations.

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 Assessment data is collected from all students who enroll in TG 299, Tribal Governance Practicum II. This course is required of all graduates and serves as the capstone experience for the AAS in Tribal Governance. Tribal Governance faculty reviewed and evaluated student and supervising employer evaluations for all students completing the practicum in conducting the outcomes assessment. The Fall of 2021 to Spring of 2023 for the Tribal Governance Certificate SLOA reporting demonstrates intended student learning outcomes were exceeded by 20% with: One hundred percent (100%) of employer respondents expressed overall satisfaction with the student's skill and knowledge development/ One hundred (100%) of graduate respondents expressed overall satisfaction with development of skill and knowledge No Data Collected was collected for our Assessment Criteria regarding graduates will seek continuing training or education beyond the certificates as we have no cost-effective method to collect this data.
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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:

Curricular changes resulting from the above data and survey tools included: 1. Revision to the TG AAS to streamline the layout of the AAS for better clarity to students and advisors. These revisions removed the previous confusing "concentration" model and clarified course requirements. Previously listed "concentrations" did not require a set list of courses nor did it appear on AAS, causing confusion with advising and students. This model was therefore removed. These revisions also reflect the TG course requirements clearly up front, as they were previously buried in the
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program description, and reflects TG courses currently offered within the program, removing those not currently offered. Further, these revisions make a clearer path for students by including approval of electives from associated and applicable CRCD programs to Tribal Governance (Alaska Native Languages (ANL, INU, YUP), Alaska Native Studies, Applied Arts, Applied Business, Environmental Studies, High Latitude Range Management, Human Services, Rural Development, Rural Human Services), instead of listing each course which is unwieldy and cumbersome. Lastly, this revision maintains the students ability to include course substitutions relevant to Tribal Governance with the approval of the Tribal Governance faculty advisor.

2. As noted in previous SLOA reviews, students sought increased TG electives. within this review period 5 new TG electives have been created.

3. Increasing the availability of course materials in an electronic format, in order to facilitate access to materials when students are traveling for work.

4. Faculty noted an increase in requests for a baccalaureate level Tribal Governance degree

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, Increase in majors, Decline in majors, No change in majors, Increase in degrees awarded, Decline in degrees awarded, No change in degrees awarded, Increase in SCH, Decline in SCH, No change in SCH, Increase in persistence, Decline in persistence, No change in persistence, Increase in pass rates, no change in pass rates, something else

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.

During the last UA Statewide Expedited Program Review review of all University programs in 2019, it was noted that 100% of our course enrollment was [REDACTED], the highest rate of [REDACTED] enrollment within the UA System. The TG AAS program meets students and communities where they are at, and therefore serves to address a major equity gap in [REDACTED] in the state. Without adequate PAIR data produced or provided other student success areas can not be reviewed. CRCSD has a plan moving forward to address the coding and production of adequate and meaningful PAIR data for our programs.

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 and Projects, Internships, "Service Learning, Community-based Learning"

Collaborative Assignments & Projects

Tribal Governance Program and Faculty maintain extensive Tribal, Alaska Native Corporation, School District, and other community-based partnerships to design and offer curriculum, as well as to recruit students. These collaborations are a key to Tribal Governance students' success, as they ensure the education and coursework is responsive to student and community needs, and meets them where they are directly. These critical relationships ensure curriculum provided is desired, culturally-relevant, place-based, and applied and therefore sought by students. Within required courses, students are required to investigate and design community-based projects and solutions responsive to direct needs.

Undergraduate Research

Diversity/Global Learning

ePortfolios

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First-Year Seminars & Experiences

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Writing-Intensive Courses

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Service-Learning and/or Community-based Learning

Tribal Governance Program and Faculty offers applied coursework and curriculum through unique modalities with our extensive partnerships, providing another key to Tribal Governance students' success. Tribal Governance offers a multitude of place-based place-based intensives, at the individual Tribal/Community level, the regional level, and the Statewide level. Tribal Governance thru direct partnerships offers courses:

1. on-site directly in Tribal Communities around the state in response to Tribal requests, in areas from Indigenous Science and Culture camps to Tribal courts;
2. on-site in regional settings with Tribal Non-Profits and ANCS in areas from leadership to stewardship to governance; and
3. on-site in critical statewide forums and conferences related to everything from Tribal Courts, to Tribal Operations, to Tribal Participation in Fish and Wildlife Governance.

We also offer all core required curriculum via distance, allowing students to earn the Certificate while never leaving their home community. These opportunities provide for pathways into the degree programs, and offer students the ability to experience University education that is responsive to their needs and applicable to their lives and communities. Often these course provide arenas for development of student leadership and representation, providing direct experiential learning. There are numerous examples of such courses annually.

Internships

The TG 299, Tribal Governance Practicum II is required of all graduates and serves as the capstone experience for the Certificate in Tribal Governance. This is a direct experiential-learning model, requiring students to engage in professional and personal development while working in a rural service organization, with an emphasis on developing the understanding and skills necessary for delivery of rural services. Course is guided by an academic advisor. Student must be willing and able to work independently outside the classroom and in the community. Tribal Governance faculty review and evaluate student and supervising employer evaluations for all students completing the practicum in conducting the outcomes assessment.

Capstone Courses & Projects

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Other or None of these (explain)

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Submission

Submitter & Collaborator Names

Carrie Stevens Kevin Illingworth

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

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Explanation of Recommendations

Many of the comments for the Tribal Governance AAS and Tribal Governance Certificate are the same because, outside of the student success data, the program reviews were nearly identical. SLOA plans are very similar or identical for the undergraduate programs (both programs contained 2 SLOs). It is essential that different programs have different outcomes - if students are intended to learn the same things, how are the programs differentiated? Something to resolve, per some of the guidance below, for the full-cycle review in two years.

The review panel acknowledges the time and effort that went into preparing the mid-cycle program review for the Tribal Governance AAS program. The review panel appreciates that the program provided a well-developed assessment plan with artifacts, rubrics, and student data and has made curricular changes to address student needs and provided a thorough overview of those curricular changes. In addition, the data trends (student success data) were also well addressed (and deficiencies in those data noted).

Learning Outcomes Feedback

Requires Major Revision

Student Learning Outcomes Assessment Feedback (tags)

"Clear, concise presentation of findings", Missing active verbs

Student Learning Outcomes Assessment Feedback (narrative)

The program provided 2 SLOs for the Tribal Governance AAS SLOA plan. The review panel offers the following recommendations to improve upon the program's SLOAs:

- SLO # 1 was not a well-defined SLO as written.
- SLO # 2 is 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.

- The recommendation from the review panel is to eliminate SLO #2 (as noted, it is not a SLO) and convert SLO #1 from a single SLO to at least 3 SLOs. Per guidance from the NWCCU for accreditation purposes, they recommend that degree programs have between 3-5 SLOs per program (so your program would need at least 3 SLOs to meet that requirement). The 6 different outcomes for SLO #1 could be subdivided into 3 different SLOs that directly assess student learning from the degree 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/>.

The program provided an assessment plan for collecting data as well as a process to evaluate the SLOs. The data/artifacts and rubrics were provided. For the revised SLOA plan, this assessment approach/assessment rubrics should be retained for the collection of the same data for the full program review in two years. Note that there may be some need for refinement of the assessment plan based on how the new SLOs are developed and worded.

The program provided a strong overview/summary of the current SLOs and curricular changes resulting from the SLOs.

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 all student success data trends as being relevant and noted that fine-scale PAIR data is not available to assess the trends. Based on the data provided, majors and degrees have declined while GIP has been up and down. This degree program is important for [REDACTED] and the trend has been an increase in enrollment in this demographic since 2018. 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 review panel feels that it would be beneficial to see how the program intends to support students in the program given their low completion rates.

High-Impact Practices Feedback

The program noted collaborative assignments/projects, internships, and service/community-based learning as HIPs. A narrative was provided for each HIP, but it was not clear where these HIPs fit into the program or if all students are required to complete them to meet graduation requirements.

The review panel recommends including examples to demonstrate/highlight each HIP and clearer notation on where these occur in the program.

What percentage of students participate in each HIP for those that are optional?

The review panel recognizes that the HIPs employed by the Tribal Governance program are all positive and meaningful in preparing students to enter the workforce.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
A.A.S. in Tribal Management

Dept. of Indigenous, Community & Tribal Programs
College of Rural and Community Development

Expanded Statement of Institutional Purpose	Intended Objectives/ Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The mission of the College of Rural and Community Development, Interior Aleutians Campus is to provide educational opportunities for the students in Alaska without requiring them to change or leave their culture or heritage. I-AC is committed to educating Alaska Native and rural residents, assisting them to affect social changes in their communities, thereby enriching the quality of their lives and cultures. GOAL STATEMENT: The Tribal Management Program (TMP) fits the overall goals of the Interior-Aleutians Campus (I-AC) by meeting the skill-development and workforce needs of rural Alaska and encouraging rural residents to attain university credits and degrees pertinent to the rural economy and cultural systems. The TMP objectives are: ▪ To contribute to an educated Alaskan workforce by providing relevant coursework to residents of rural Alaskan villages. ▪ To reach out to prospective students and listen to rural communities, linking learning with real life. The TMP makes clear connections between teaching, research, and public service. ▪ To assist rural campuses to deliver essential services to people who would not otherwise be able to continue their education. ▪ To maximize the capacity and impact of local resources and institutions.	1. Improve student employability by providing education based on specific job-related requirements. Students must attain mid-level skills and knowledge according to the following TMP program standards: ▪ Well-developed logic and reasoning skills, including critical thinking and problem-solving abilities ▪ Computer literacy, public speaking and presentation skills, and writing and research experience ▪ Independent goal-setting and decision-making skills ▪ Job-related work experiences, especially budgeting ability or basic accounting knowledge ▪ Strong interpersonal skills in professional ethics, team-work and leadership principles ▪ Broad academic exposure encompassing issues of government and private industry	1. A.A.S. graduates in Tribal Management will possess skills and knowledge to successfully perform mid-level public service and program administration in rural Alaska. Eighty percent (80%) of the student Practicum Employer/Supervisors will express overall satisfaction with the student's skill and knowledge development as a result of Tribal Management course of study.	1. Direct Assessment of student learning by practicum Employer/Supervisor. Academic Program Head will review each Employer/Supervisor's TM 299 final practicum evaluation to determine satisfaction with the training and performance of the student.
		2. A.A.S. graduates in Tribal Management will possess the skills and knowledge to successfully perform mid-level public service and program administration in rural Alaska. Eighty percent (80%) of A.A.S. graduates will express overall satisfaction with their skill and knowledge development as a result of Tribal Management course of study.	2. Indirect assessment of student learning through student self-evaluation. Academic Program Head will review each A.A.S. graduate's TM 299 final program evaluation to determine satisfaction with their training and performance during the practicum.
	2. Encourage A.A.S. graduates in Tribal Management to utilize their degree as a building block for further education.	3. Fifty percent (50%) of A.A.S. graduates in Tribal Management will seek continuing training or education beyond the A.A.S. in Tribal Management.	3. Data will be collected to analyze student continuing education through the University system.