Yup'ik Language Proficiency - Certificate

Current Compliance Year: 2024-2025
Full review

Resources

Before completing this form:

- Review the resources available to assist you.
- The link in WorkZone directs you to your program's folder for this year's review, which includes:
  - A full copy of your previous report with the SLOA of record attached.
  - A folder with previous SLOAs as individual documents.
- The Resources folder contains:
  - Templates for creating or updating SLOAs.
  - Training materials from the SLOA and Program Review Training held in August.
- Additional tools and information can be found on the Academic Program Review Website.

If you have questions or concerns during this process, please reach out to mailto:uaf-accreditation@alaska.edu

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.

No overall feedback was provided during your last review. No response is necessary.

Response to Previous Recommendations (if any):

(250 Word Limit)

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:
Missing collaboration in department,Missing curricular connection

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

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

While the program has clearly considered how the courses contribute to student outcomes, grades in a course are generally not sufficient as direct evidence of student learning. Course grades usually reflect other factors, such as participation or completion of assignments.

Outcomes assessment is intended to be a collaborative learning experience for the program or department. This is an opportunity to share results and discuss how to enhance the students' experiences and make curricular decisions based on the results of assessments. The following statement seems to indicate that faculty delivering this degree program at the Kuskokwim campus were not included in the preparation of the report: "We left the curriculum as they were since they are monitored at KuC by faculty there." This is another opportunity for collaboration across campuses.

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

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

(250 Word Limit) There is a clear need to re-examine the relationship between ANLC and the KuC faculty as it is currently non-existent (other than with Dr. [redacted]. As such, the ANLC has little oversight in courses taught by KuC faculty. While the relationship is being evaluated, Dr. [redacted] has a strong connection to the region and is reviewing best practices for delivering this certificate.

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:

(250 Word Limit)No information pertaining to that question.

Supporting Documents

Please ensure that all relevant supporting documents, such as artifacts, rubrics, and student data, are uploaded to your designated Google folder in WorkZone or directly into Google Drive. *Note: Do not include any information that may identify students in your data.*

Updated SLOA?

If you are updating your SLOA document, please include it with your report and other supporting documents in your designated folder. It does not need to be filed separately in the "SLOA" folder.

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. Please mark the appropriate box below.

Embedded:	
Not Embedded:	x

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

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

In general, the committee would have liked to see at least some discussion of the factors selected under Students Success Data Trends.

Student Success Data Trends:

Trend	Increase	Decrease	No Change
Persistence		x	
Pass Rates		x	
Student Credit Hours	x		
Majors		x	
Degrees Awarded		x	
Other Trends (Explain in narrative below)			

Equity Gaps

Please discuss any equity gaps identified in your disaggregated student success data and explain how you plan to address them. Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.

(250 Word Limit) None identified

Optional Data Explanation

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

(250 Word Limit) There is a bit of confusion as there is an OEC Yup'ik and a CT2 Yup'ik language proficiency in the data. When working on the review there are two places in the program workspace that both lead to the same Google doc form. I am unsure why that is..

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

It would be helpful to see some discussion of the tags that you have chosen.

The program has identified "undergraduate research" as a high impact practice. It seems reasonable that the program employed additional HIPs. If not, please consider incorporating some, as they have been shown to increase student engagement and success.

High-Impact Practices Used in this Program

Please select all high-impact practices your program is currently using from the list below. For any practices you select, provide details in the corresponding narrative section. In the narrative, discuss how your program is implementing these practices, including any successes, known issues, and solutions. If you are considering incorporating any of these practices in the future, share your plans. If your program is not using any of the listed high-impact practices, please use the 'Other or None of These' field to explain how your program supports student success.

Capstone Courses & Projects		Research (Graduate Level)	
Collaborative Assignments & Projects		Writing-Intensive Courses	
Diversity/Global Learning		Publications	
ePortfolios		Communications	
First-Year Seminars & Experiences		Publications	
Internships		Scholarly Activities	
Service or Community-based Learning		Other (Please describe in box below)	x
Undergraduate Research			

Collaborative Assignments & Projects

(250 Word Limit)

Undergraduate Research

(250 Word Limit)

Diversity/Global Learning

(250 Word Limit)

ePortfolios

(250 Word Limit)

First Year-Seminars & Experiences

(250 Word Limit)

Writing-Intensive Courses

(250 Word Limit)

Service-Learning and/or Community-based Learning

(250 Word Limit)

Internships

(250 Word Limit)

Capstone Courses & Projects

(250 Word Limit)

Other or None of these (explain)

(250 Word Limit) Courses moves language learners from one proficiency to the next. Students learn language through collaboration, dialogue, and performing activities in each courses.

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 review. Please carefully review the information below and make any corrections or updates as needed to ensure accuracy for the next program review cycle. If any sections are incomplete, please ensure that you provide the necessary information. This will allow you to start from an updated baseline when you revisit these elements in future submissions.

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 Financial Feedback

Feedback will be provided once you have completed a full review.

Previous Profile Feedback

Feedback will be provided once you have completed a full review.

Cost Effectiveness (250 Word Limit)

How does your department/program approach being cost effective?

This program is financially supported by the KuC campus

Program's Value to Mission (250 Word Limit)

This degree contributes to the universities mission as it shares valuable knowledge about Yup'ik culture and language that relates to the universities strategic pillar in being a global leader in individual knowledge.

Duplicative Programs (250 Word Limit)

None

Community or Other Partnerships (250 Word Limit)

Y-k region and school districts

Value of Service Courses (Optional) (250 Word Limit)

Post-Graduate Success (250 Word Limit)

Submission

Submitter & Collaborator Names

Submitter Email

UNIVERSITY OF ALASKA FAIRBANKS

Student Learning Outcomes Assessment Plan
Certificate and AAS in Yup'ik Language Proficiency

Alaska Native Language Program/College of Rural and Community Development

November 14, 2022

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The Alaska Native Language Program (ANLP) endeavors to teach Alaska Native languages, train quality instructors of Native language and culture, and work with organizations around the state to support excellence in Native language programs at all levels. ANLP supports the maintenance and transmission of Alaska Native languages through language teaching, teacher education, and research. **GOAL STATEMENT**: Students will attain oral, reading and writing proficiency in Yup'ik.	Students will demonstrate a high intermediate level of oral competency in Yup'ik, as defined by the American Council for the Teaching of Foreign Languages. (ACTFL).	As part of regular testing, students will be assessed for oral proficiency as part of their final exam in each language course.	Yup'ik 103, 104, 203, 204 Conversational Yup'ik YUP 205, 206, 223 Regaining Fluency in Yup'ik OR YUP 221, 222, 223 Intermediate Central Yup'ik Apprenticeship I, II, III Classes delivered at Kuskokwim campus or online
	Students will demonstrate an advanced level of aural competency in Yup'ik, as defined by the American Council for the Teaching of Foreign Languages (ACTFL).	As part of regular testing, students will be assessed for oral proficiency as part of their final exam in each language course.	Yup'ik 103, 104, 203, 204 Conversational Yup'ik YUP 205, 206, 223 Regaining Fluency in Yup'ik OR YUP 221, 222, 223 Intermediate Central Yup'ik Apprenticeship I, II, III Classes delivered at Kuskokwim campus or online
	Students will demonstrate a basic command of Yup'ik grammar and orthography, as appropriate to an entry-level language student.	As part of regular testing, students will be assessed for reading and writing proficiency as well as their understanding of grammatical structure.	YUP 130 Beginning Yup'ik Grammar YUP 240 Introduction to Reading and Writing Yup'ik
	Students will demonstrate sufficient control of the writing system to interpret written language in areas of practical need.	As part of regular testing, students will be assessed for reading, fluency, and comprehension	YUP 130 Beginning Yup'ik Grammar YUP 240 Introduction to Reading and Writing Yup'ik

Submitted by: Walkie Charles

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 (tags)

Address Equity Gap		Consider Curricular Revisions	
Develop Online Offerings/Options		Improve Time to Degree	
Increase Enrollment	x	Increase Graduates	
Increase retention/persistence		Strengthen Advising Practices	
May be asked to share Effective Practices		Recommendation to University-Wide Committee	

Explanation of Overall Recommendations (narrative)

The committee is in agreement with the recommendations provided in the 2022 program review and notes that the current SLOA covering both the Certificate and the AAS does not reflect any modifications based on the recommendations provided in the 2022 program review.

Note: No other documents were provided by the program for review other than the brief response to the 2022 program review, the SLOA and the summary financial information provided for all ANLC programs combined from 2022-2024.

We question why the certificate program is submitted by ANLC when it is delivered by Dr. [redacted] KuC Faculty, as noted in the response to the 2022 review. This report does not reflect Dr. [redacted] work.

Student Learning Outcomes Feedback (tags)

Strong		Developing	x
Requires Minor Revision		Requires Major Revision	

Student Learning Outcomes Assessment Feedback (tags)

Strong Alignment with SLOA Plan		Clear, Concise Presentation of Findings	
Compelling Learning Story		Missing a Direct Measure	
Missing Active Verbs		Missing Curricular Connection	
Missing Collaboration within Department	x		

Student Learning Outcomes Assessment Feedback (narrative)

Only the SLOA table is provided for review and it is difficult to assess the student learning outcomes based on the limited information provided.

Potential typographical error in assessment criteria for second objective (oral should be aural)?

We question why the certificate program is submitted by ANLC when it is delivered by Dr. [redacted], KuC Faculty, as noted in the response to the 2022 review. This report does not reflect the considerable scope of Dr. [redacted] work. We understand that Dr. [redacted] has recently joined ANLC with the recent reorganization of the College of Indigenous Studies.

Student Success & Equity Feedback (narrative)

No information provided by the program.

High-Impact Practices Feedback (narrative)

No information provided by the program.

Profile Feedback

Financial Feedback

High Tuition Revenues		High Grant Revenues	
Operates at Low Cost		Productive Faculty	
Opportunities to Increase Revenue		Low Enrollment	

Insufficient information provided to make recommendations. Financial information provided is aggregated over all ANLC programs for 2022-2024.

Dean Feedback

The program did not address the student learning outcomes assessment findings from the 2022 review. Revisions to student learning outcomes and curriculum from the 2022 review need to be addressed and acted on. While Dr. [redacted] is physically located at KUC, she is a faculty member of the Alaska Native Language Department and should have been a contributing member to the program review process. This program has been experiencing low enrollment for several years and this needs to be addressed.

Vice Provost Feedback

There is a need to increase enrollment. Along with that is a need to dive deeper into analyzing the student success data and identifying strategies to reverse these trends. Additional areas for improvement: (1) revision of the SLOA and SLOs; (2) greater depth, detail, and examples of HIPs; (3) a more thorough analysis of the financial data; and (4) more detail and depth on the program profile. Should also document that the SLOs are being assessed (continuous improvement). These are all areas to address during the development year in advance of the mid-cycle review in 2026.