



Title III Evaluation Year 1 Report for the University of Alaska Fairbanks – Northwest Campus

**In Cooperation with Bristol Bay Campus
(BBC), Chukchi Campus (CC), and
Kuskokwim Campus (KuC)**



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UNIVERSITY OF ALASKA FAIRBANKS – NORTHWEST CAMPUS

**In Cooperation with Bristol Bay Campus
(BBC), Chukchi Campus (CC), and
Kuskokwim Campus (KuC)**

**Title III 2022 Evaluation Report for
Grant Year 1**

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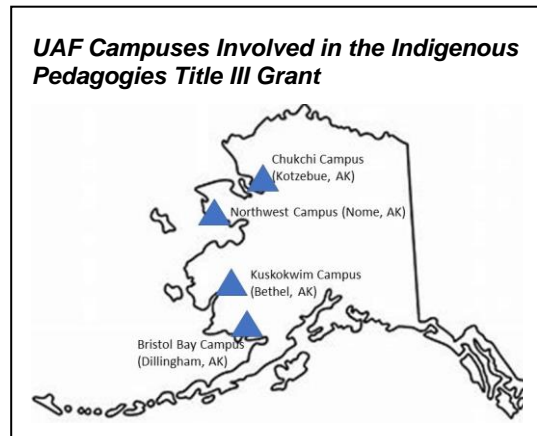
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EXECUTIVE SUMMARY

The University of Alaska Fairbanks Northwest Campus (NWC), in cooperation with the UAF Bristol Bay Campus (BBC), Chukchi Campus (CC), and Kuskokwim Campus (KuC) (see image right), is implementing the *Institutionalizing Indigenous Pedagogy to Improve Outcomes* grant project, awarded by the U.S. Department of Education in 2021 through its Title III Strengthening Institutions Program (SIP). The project supports faculty development and the development of academic programs and methodology to accomplish the long-term outcomes of strengthening traditional Native Alaska languages, arts, and cultural knowledge and identifying effective methodologies for distance education within rural Alaskan communities. The project's first year took place during fiscal year 2022.



UAF is America's northernmost Land, Sea, and Space Grant institution. UAF encompasses the central campus in Fairbanks, five rural campuses, several learning centers, marine advisory programs, and cooperative extension services locations. The four regional campuses engaged in this project are Alaska Native-serving institutions of higher education that serve their respective towns, regional village communities, and local school systems. There are 558 miles between CC in the north and BBC in the south; the rural campuses on average are 500 miles from the UAF main campus, and air travel is the most viable means to travel between campuses. The campuses offer masters, bachelors, associates of arts and associates of applied science degrees, occupational endorsements, certificates, and campus credentials.

Project goals for this Title III SIP grant are:

Goal 1. Develop Alaska Native language, art, and culture faculty in rural Alaska communities.

Goal 2. Develop Alaska Native language, art, and culture courses.

During the project's first year, representatives from each UAF campus met monthly online to share progress on grant-related activities (e.g., course offerings) and engage in discussion about shared actions. The campuses held a three-day event to discuss teaching policy, curriculum development, and qualifications for participating teachers to further develop Alaska Native language, art, and culture faculty (Goal 1). The campuses created both new online and face-to-face classes to cultivate the development of Alaska Native language, art, and culture courses during the past year (Goal 2).

Overall, the campuses made adequate progress on their Title III project plan during the first project year. The evaluation found that 90.0% of UAF NWC's planned Year 1 actions had been fully completed or were in progress. Notably, UAF NWC completed 50.0% of the objectives set forth annually in the formative section of the evaluation. This Title III project is on track for success.

BACKGROUND

The purpose of the U.S. Department of Education’s Title III Strengthening Institutions Program (SIP), Part F, is to help eligible institutions of higher education to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions.¹ Four rural UAF campuses, Northwest Campus (NWC), Bristol Bay Campus (BBC), Chukchi Campus (CC), and Kuskokwim Campus (KuC), established a cooperative arrangements development grant,² and each campus agreed to focus on indigenous pedagogies in their online and face-to-face courses. The intended outcomes of the UAF NWC’s *Title III Institutionalizing Indigenous Pedagogy to Improve Outcomes* project are to increase student enrollment and persistence through improvements to faculty development and course development. To accomplish these outcomes, UAF NWC established the following institutional goals and objectives:

Goal 1: Develop Alaska Native language, art and culture faculty in rural Alaska communities.

Objective 1.1: Develop/enhance Apprentice Teachers’ ability to provide instruction in Master Teacher’s training subject matter.

Objective 1.2: Develop/maintain Alaska Native language, art, and culture online archive for academic and community utilization.

Goal 2: Develop Alaska Native language, art and culture courses.

Objective 2.1: Create new face-to-face courses to be utilized in Alaska Native language, art and culture instruction.

Objective 2.2: Create new online course to be utilized in Alaska Native language, art and culture instruction.



Coordinating Campus Spotlight: UAF Northwest

The University of Alaska Fairbanks Northwest Campus (NWC) is a public, higher educational institution in Nome, Alaska, with a key value to “provide programs to meet our students’ personal and educational goals and to contribute to the success of our communities.”

Northwest Community College was created by an act of the state legislature in 1976, when the college first began offering classes.

In 1987, the college became a branch of UAF and was renamed UAF Northwest Campus. Though now affiliated with a preeminent research institution, NWC maintains its mission: to provide excellent opportunities for academic, vocational and community education to the people of the Bering Strait region.

¹ U.S. Department of Education, Title III Part A Programs – Strengthening Institutions: Purpose, <https://www2.ed.gov/programs/duetitle3a/index.html>.

² A cooperative arrangement is an arrangement to carry out allowable grant activities between an institution eligible to receive a grant under this part and another eligible or ineligible IHE, under which the resources of the cooperating institutions are combined and shared to better achieve the purposes of this part and avoid costly duplication of effort. Retrieved from: <https://www.federalregister.gov/documents/2021/04/26/2021-08657/applications-for-new-awards-alaska-native-and-native-hawaiian-serving-institutions-program>

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A logic model with project goals, activities, outputs/objectives, and outcomes is presented in Figure 1. The purpose of a program logic model is to test feasibility and to illustrate the causal connections within the project. The logic model maps the theory of change to the project's intended outcomes, showing how they relate to the program goals. Note that this logic model differs from the original model presented in the UAF NWC's grant application.

At the time of the writing of this report, this NWC Title III project had completed its first year of the grant.

Figure 1: Title III Strengthening Institutions Program, UAF NWC 2021 Logic Model

Goals	Objectives	Actions	Outputs	Outcomes	
				Short Term	Medium Term
Goal 1: Develop Alaska Native language, art, and culture faculty in rural Alaska communities.	Objective 1.1: Develop/enhance Apprentice Teachers' ability to provide instruction in Master Teacher's training subject matter.	1.1a Create a regional list of Elders according to language/dialect	# of Elders identified as master teachers	1.1.S1 % of trained teachers reporting efficacy teaching Alaska Native language, art, and culture	M1 Increased enrollment of Alaska Native students
			# of Elders recruited to provide instruction annually	1.1.S2 % of trained teachers observed using traditional indigenous pedagogy	
		1.1b Offer faculty development event at NWC	# of training programs offered annually	1.1.S3 Increased # of trained teachers who have taught at least one Alaska Native language, art, and culture course	
			# of teachers completing training annually		
	Objective 1.2: Develop/maintain Alaska Native language, art, and culture online archive for academic and community utilization.	1.2a Establish online archive of course- and training-related products	Development of online archive by end of Year 1	1.2.S1 Increased percentage of trained teachers who report using resources available in the digital archive	
			1.2b Update digital archive with new course/training and other information	# of courses/training deposited to online archive annually	

<p>Goal 2: Develop Alaska Native language, art, and culture courses.</p>	<p>Objective 2.1: Create new face-to-face courses to be utilized in Alaska Native language, art, and culture instruction.</p>	2.1a Design scope and sequence of face-to-face course offerings	# of scope and sequence of face-to-face courses developed, total and by campus	2.1.S1 Increased face-to-face course offerings in Alaska Native language, art, and culture, total and by campus	<p>M2 Increased persistence of Alaska Native students</p>
		2.1b Develop syllabi for face-to-face courses	# of course syllabi created annually, total and by campus	2.1.S2 Increased enrollment in face-to-face Alaska Native language, art, and culture courses, total and by campus	
		2.1c Offer face-to-face courses at regional campuses	# of courses requested by organizations or community partners, total and by campus	2.1.S3 At least 80% student satisfaction rate with face-to-face Alaska Native language, art, and culture classes, total and by campus	
			# of participants in face-to-face courses, total and by campus	2.1.S4. Majority of participating students report a sense of belonging on campus	
	<p>Objective 2.2: Create new online course to be utilized in Alaska Native language, art, and culture instruction.</p>	2.2a Design scope and sequence of online course offerings	# of scope and sequence of online courses developed	2.2.S1 Increased online course offerings in Alaska Native language, art, and culture, total and by campus	
		2.2b Develop syllabi for online courses	# of online course syllabi created annually	2.2.S2 Increased enrollment in online Alaska Native language, art, and culture courses, total and by campus	
			# of courses requested by organizations or community partners	2.2.S3 At least 80% student satisfaction rate with online Alaska Native language, art, and culture classes, total and by campus	

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		2.2c Offer online courses through regional campuses		2.2.S4 Increased number of students from outside of service region participating in online Alaska Native language, art, and culture classes, by state and country	
			# of digital resources developed for online delivery	2.2.S4. Majority of participating students report a sense of belonging on campus	

EVALUATION METHODS

Northwest Campus (NWC), in cooperation with Bristol Bay Campus (BBC), Chukchi Campus (CC), and Kuskokwim Campus (KuC), commissioned an external evaluation of their FY 2022 Department of Education Title III cooperative arrangements development grant award in order to understand the project's impact on student outcomes. As the coordinating campus, NWC supported the data and documentation collection from the other three rural campuses. The US Department of Education requires that Title III evaluations include both formative and summative data to guide project implementation and to determine the outcomes and impacts of the project relative to its objectives. Fidelity of implementation is also tracked through this evaluation, since fidelity not only moderates the relationship between an intervention and its outcomes, but its assessment may also prevent potentially false conclusions from being drawn about an intervention's effectiveness. The evaluation should also serve to strengthen the management of the project and lead to better knowledge of what works in producing the desired outcomes.

The evaluation framework for this study, based on the logic model presented earlier, provides in tabular form the crosswalk between the evaluation questions, analytical methods, and data sources; the framework is provided as a separate document in Appendix A.

Evaluation Approach

As highlighted above, this evaluation study consists of three components: 1) a fidelity of implementation study; 2) a formative evaluation study; and 3) a summative evaluation study. Each of these components is described below.

Fidelity of Implementation study: The purpose of the fidelity of implementation study is to describe in measurable language the degree to which activities were conducted as planned. The guiding evaluation questions for a fidelity study³ are:

- *To what extent was the project implemented as it was designed?*
- *To what extent were program components implemented according to professional standards or best practices?*
- *To what extent were campus stakeholders involved in implementation efforts? What were campus stakeholders' opinions about the project?*

Common methods used in fidelity studies are comparative analyses between the project activities as originally described in the funding application or modified implementation schedules approved by the Department of Education and actual implementation as documented in project documentation; project records that describe the duration or frequency of activities; and observations, audits or third-party reviews of implementation that assess implementation quality; and participant feedback. See the Fidelity of Implementation section in the evaluation framework (Appendix A) for more details.

³ Carroll, C., Patterson, M., Wood, S. *et al.* A conceptual framework for implementation fidelity. *Implementation Sci* 2, 40 (2007). <https://doi.org/10.1186/1748-5908-2-40>.

Formative Evaluation study: The purpose of the formative evaluation is to provide information to project staff to inform improvements to program implementation. The formative evaluation study builds upon data collected in the fidelity study, using a mixed methods approach to collect information that identifies the extent to which the project achieves its intended outputs/annual objectives. The formative evaluation study also describes factors that have positively or negatively affected implementation, as well as implementation successes and challenges. In addition to utilizing performance measure data, this study uses a series of stakeholder focus groups to collect formative data on program implementation. The guiding research questions are:

- *To what extent has the project achieved its intended outputs/annual objectives?*
- *What successes has the project achieved? Which component of the project is considered to be most closely associated with this success?*
- *What challenges has the project faced and what actions were taken in response? Which component of the project is considered to be most closely associated with this challenge?*
- *What factors (internal or external) have affected project implementation? What were the impacts of these factors on implementation?*
- *What steps have been taken by the institution that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services?*
- *How has this Title III project affected the college overall?*

Summative Evaluation study. The purpose of the summative evaluation is to assess the degree to which the project met its intended goals and outcomes as described in the logic model. Goals will be assessed by the degree to which objectives associated with the goals were met. Outcomes will be assessed using student-level data provided by participating campuses. The guiding research questions are:

- *To what extent has the project met its goals?*
- *To what extent has the project met its intended outcomes?*

FINDINGS

Fidelity of Implementation (Fol)

Fol 1. To what extent was the project implemented as it was designed?

A comprehensive review of the first-year action plan took place. Based on a review of provided project documentation and meeting notes, it was found that 90.0% of planned actions have been fully completed or in progress and the remaining 10.0% were not yet implemented but expected to be ongoing throughout the grant period. A detailed listing of the status of the first-year actions is presented in Appendix B.

90%
First year actions
completed or in progress

Overall, the four UAF campuses made significant progress on implementing their Title III project plan during year 1. After the grant was awarded, the campuses worked on the two goals associated with their project: developing Alaska Native language, art, and culture faculty and courses. To complete these goals, the campuses undertook significant work during year 1, including establishing a list of elders, creating new courses (such as UAF BBC: PAR F150 Beach Grass Collecting), and coordinating a faculty development event (QaniqnagaGumaugut (“Let’s Keep Speaking Our Languages”)).

One significant year 1 action and objective still in progress is the digital archive. The digital archive is an online archive of products, which will include new course and training materials. While it has not yet been implemented, progress has been made on developing the archive – there was agreement reached in fall 2021 to host the archive on NWC’s website, and the collaborative planning team in spring 2022 discussed the use of an artifact’s release/permission for the archive.

Fol 2. To what extent were program components implemented according to professional standards or best practices?

Three rubrics were used by the evaluator to assess the use of professional standards or best practices in project implementation for faculty development (Appendix C), materials curation for an online archive (Appendix D), course development (Appendix E), and a Quality Matters review of a grant-related course (Appendix F). The faculty development, materials curation for an online archive, and course development rubrics were developed by the evaluator in collaboration with project staff. For these rubrics, three ratings were available: completely implemented, partially implemented, and not implemented. To calculate an implementation score, each item receiving a rating of “completely implemented” was assigned two points, “partially implemented” items received one point, and “not implemented” received zero points. The number of points received were summed (numerator); the numerator was divided by the number of items multiplied by 2 (denominator), and then multiplied by 100 to determine a percentage. The Quality Matters Higher

Figure 2: Best Practices Implementation Percentages

Best Practices Year 1 Score Card	
Rubric	
• Faculty Development	95%
• Online Archive	NA*
• Course Development	80%
• Quality Matters Review	57%

*The online archive rubric will be applied in the year in which this project activity is launched.

Education rubric was developed by an external organization; the external evaluator observed INU: F115 Teaching Tools for Conversational Inupiaq and rated the course on 42 standards on a 100-point scale. More detail about each rubric is detailed below and in Appendices C-F.

Faculty Development

The faculty development rubric was developed during Year 1 by the evaluator, reviewed by project staff, and refined by the evaluator. The ten evidence-based practices on the faculty development rubric are associated with high-quality professional development (Figure 3). Appendix C contains an explanation of each evidence-based practice.

Figure 3. Evidence-based Practices Rubric Findings for Faculty Development

Evidence-based Practices ⁴	Rating
FD1. Has clear goals and objectives relevant to the desired outcomes.	Completely implemented
FD2. Taught/led/ facilitated by a professional/team who is knowledgeable about both indigenous pedagogies and the subject matter.	Completely implemented
FD3. Focused on the use of indigenous pedagogies	Completely implemented
FD4. Used of experts/Elders in professional development delivery	Completely implemented
FD5. Included modeling and demonstration	Completely implemented
FD6. Engaged participants	Completely implemented
FD7. Provided support during implementation	Partially implemented
FD8. Promoted collaboration	Completely implemented
FD9. Advanced participants' ability/knowledge/skill to apply learning from the professional development to their content/context.	Completely implemented
FD10. Identified knowledge experts/Elders and other resources are provided	Completely implemented

Overall, the faculty development component received a score of 95.0% for FY 22. Most sub-components were completely implemented. Each campus worked on compiling a list of elders, the elders' language or dialect, and the project they were working on within specific classes (F10). The QaniqnagaGumaugut ("Let's Keep Speaking Our Languages") event discussed in this report was a face-to-face, multi-day faculty development that convened experts, multiple campus staff and faculty, and Elders; the event included offerings such as a scope and sequence workshop, online archive panel, small group sessions, and best practices for distance delivery course instruction. After the event, provision of support was provided during implementation (FD7) as was evident at UAF NWC in the meeting minutes between project staff and the INU 115 instructors. However, evidence was not as clear for the other three

⁴ Advocates for Indigenous California Language Survival [program resources](#); Best practices in professional development: NASA's BEST Educators <https://www.txstate-epdc.net/best-practices-in-professional-development>; [Massachusetts Professional Development Evaluation Toolkit](#)

campuses as they implemented courses during the remainder of Year 1; for this reason this criterion is marked as partially implemented.

Online Archive

The best practices for materials curation in an online archive rubric was developed during Year 1 by the evaluator and reviewed by project staff. The seven best practices on the faculty development rubric are organized by categories to align with the Smithsonian Institution’s guidance on digital preservation (Appendix D). As mentioned above in Fol 1, the digital archive is an online archive of products, which includes new course and training materials. This collection of resources will eventually help faculty organize files related to specific courses, share materials, and learn from one another. The campuses discussed and determined a permission-to-use form for artifacts during Year 1. Rubric items were not rated as the online archive was in the planning stages.

Course Development

The course development rubric was developed during Year 1 by the evaluator and reviewed by project staff. The Course Development for Alaska Native Language Art and Culture best practices rubric is organized with the four indigenous pedagogies identified by Antoine (2018) appearing first, followed by the product production requirement articulated in the grant application. Appendix E contains explanations of each best practice that appears in figure 4.

Figure 4. Best Practices Rubric Findings for Course Development

Best Practice	Rating
CD1. Experiential: Actions, observation, reflection	Completely implemented
CD2. Holistic: Cognitive, emotional, physical, spiritual	Partially implemented
CD3. Place-based	Completely implemented
CD4. Intergenerational	Completely implemented
CD5. Product production requirement (e.g., podcast, videos)	Partially implemented

Overall, course development component earned a score of 80.0% for the FY 22. This was determined by several components being completely implemented. Both UAF BBC and UAF NWC developed courses during Year 1 that focused on Alaska Native language, arts, and culture (CD1-3). UAF BBC offered PAR 150 Beach Grass Collecting course, and APAR F150 Intro to Traditional Crafts: Carving Basics that are discussed later in this report. UAF CC discussed courses that were under development including fish fileting, fur hat making, and Inuit history. UAF NWC offered INU 115 Teaching Tools for Conversational Inupiaq in spring 2022 (CD1-5). Further, the INU 115 had two elders involved in projects throughout the course (CD4). A student in an interview indicated that a public service announcement for a local radio station was being worked on by both students and elders within the class (CD5). From the monthly discussions and some campus-level documentation that was provided, most of the sub-components were rated as completely implemented (i.e., CD1, CD3, CD4); however, two components, CD2 and CD5, were rated as partially implemented due to evidence not being consistent across all sites.

Quality Matters (QM)

The QM Rubric was developed by Quality Matters, an organization that developed a peer review and quality assurance process for online and hybrid courses. The rubric for year 1 was completed by a trained Quality Matters reviewer who observed the INU: F115 Teaching Tools for Conversational Inupiaq course in spring 2022 that was held at UAF Northwest Campus (Appendix F).

Figure 5. Quality Matters Rubric Findings

Best Practice	Percent of Sub-Standards Met
1.1 – 1.9: Course Overview and Introduction	57.1%
2.1 - 2.5: Learning Objectives	50.0%
3.1 – 3.5: Assessment and Measurement	75.0%
4.1 – 4.5: Instructional Materials	50.0%
5.1 – 5.4: Learning Activity and Learner Interaction	0.0%
6.1 – 6.4: Course Technology	N/A
7.1 – 7.4: Learner Support	75.0%
8.1 – 8.5: Accessibility and Usability	0.0%

Overall, the observed course had 57% of sub-standards met for year 1. An area of strength was learner support, as evidenced by the syllabus that provided students with information on disability services, student academic support, and student services (7.1-7.4). There was room for improvement in the best practices of learning activity and accessibility, as each campus should ensure that the courses they are implementing state when students may receive feedback from assignments (5.1-5.4) and each lecture or assignment are meeting accessibility requirements (8.1-8.5).

Fol 3. To what extent were campus stakeholders involved in implementation efforts? What were campus stakeholders’ opinions about the project?

There was a clear plan to engage campus stakeholders in project implementation. Planned actions included:

Campus leaders: Campus collaborative planning meetings began on November 12, 2021, comprised of campus leaders from BBC, CC, KuC, and NWC (Source: FY22 BBC Development Meetings). NWC hosted the virtual meetings and maintained minutes. Campus leaders met weekly in November (i.e., grant start) and transitioned to approximately monthly meetings in which they provided updates about their campuses’ project activity work, shared resources/models, and provided input on common needs, such as the online archive artifacts permission to use form. There was extensive evidence that the project team has worked collaboratively toward accomplishment of the project’s goals and regularly shared implementation status at each meeting.

NWC course instructors: There is evidence of course development meetings consistently held since October 2021, with discussions related to methods for second language learning, knowledge needed to qualify as Iskuqtilauatat / Master Teachers, components of Indigenous pedagogy, incorporation of oral passage of knowledge, and place of alphabet and grammar. Further discussed was the implementation of new teachers but with some reluctance from the new teachers to lead their own classrooms. Participants included project staff and course instructors. Seventeen meetings were held during year 1.

Students: A student provided positive opinions about the project. During an interview, one student who participated in a course supported by the grant stated they enjoyed having an elder present during their courses to provide language and wisdom to the classes. The student not only had a favorable view of implementation, but also shared they were able to work on a project supporting the grant. The student stated during the interview that the class and elder were working on a public service announcement within the class that will eventually play on a local radio station. Further, the student appreciated the depth of Alaskan culture that was embedded into the course, as they stated:

My goal is for my son to know [language] more than me. And perhaps my son can become fluent, or even my grandchildren. So, the goal is that eventually one day supported the language enough and the revitalization enough so that maybe I won't be fluent, but the generations to come will be fluent and will have a stronger cultural identify and be able to accomplish more.

Indeed, in the faculty and elder interview, faculty who led the Alaska Native language course shared that all students appreciated learning more about different dialects around Alaska, and the students felt inspired to continue passing on the knowledge of Alaska Native language to the next generation.

Formative Evaluation (F)

F1. To what extent has the project achieved its intended outputs/annual objectives?

Goal 1: Develop Alaska Native language, art, and culture faculty in rural Alaska communities

The evaluator reviewed the project's intended outputs for Goal 1 during the second year. Figure 6 contains the findings from goal 1. Additional information related to the details reported appear beneath the figure.

Figure 6. Goal 1 Findings

Objective [Measure]	Status	Detail
Obj.1.1 Develop/enhance Apprentice Teachers' ability to provide instruction in Master Teacher's training subject matter.	Completed	The Indigenous Pedagogy project held a QaniqnagaGumaugut ("Let's Keep Speaking Our Languages") event at NWC in Nome, AK from Dec. 5-7, 2021.
Obj.1.2a. In year 1, develop the digital archive.	In progress	The digital archive is still being developed.

Obj.1.2b. Maintain Alaska Native language, art, and culture online archive for academic and community utilization.	Not assessed in year 1	The digital archive is still being developed.
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Objective 1.1a. The grant project held a QaniqnagaGumaugut event December 5 – 7, 2021. Iskuqti (i.e., Master teachers), elders, project staff, faculty, and volunteers were present, totaling to 25 individuals present. Themes discussed include policy, curriculum development, and qualifications for teachers.

Objective 1.2a: While the digital archive has yet to be launched, it is currently in development. This past year, the project team discussed the need for an artifacts release/permission to use form.

Objective 1.2b: This objective was not assessed in year 1 of the grant as it is tied to the digital archive.

Goal 2: Develop Alaska Native language, art, and culture courses

The evaluator reviewed the project’s intended outputs for Goal 2 during the second year. Figure 7 presents the findings from the second goal. Additional information related to the details reported appear beneath the figure.

Figure 7. Goal 2 Findings

Objective [Measure]	Status	Detail
Obj.2.1 Create a new face-to-face course to be utilized in Alaska Native language, art, and culture instruction.	Completed	BBC created one new face-to-face course, and NWC created one new face-to-face course during FY 22.
Obj.2.2a Create a new online course to be utilized in Alaska Native language, art, and culture instruction.	Completed	BBC created one new online course during FY 22.
Obj.2.2b Develop digital resources for online course delivery and use.	Not assessed in year 1	The digital archive is still being developed.

Objective 2.1: Bristol Bay Campus created one new face-to-face course entitled ‘Beach Grass Collecting,’ held during the spring 2022 semester. Northwest Campus created one new face-to-face course entitled ‘Teaching Tools for Conversational Inupiaq;’ the course was held during the spring 2022 semester.

Objective 2.2.a: Bristol Bay Campus created one new online course entitled 'Introduction to Traditional Crafts: Carving Basics,' held during the spring 2022 semester (image right). This class provided students with an introduction to traditional crafts, and students learned the traditional language through discussions with Elders. According to project staff during class the Yup'ik language speakers provided a basic introduction to the Yup'ik language, told traditional Yup'ik stories, and were part of every class session.



Objective 2.2.b: This objective was not assessed in year 1 of the grant, as the digital archive has yet to be launched.

F2. What successes has the project achieved? Which component of the project is considered to be most closely associated with this success?

The impact of participating in new language, culture, and arts courses was highlighted as a success by both a student and an Elder. One of the reported successes of the project was how much the students enjoyed the courses. Indeed, one student reported that it was “grounding for me to be in a space with a lot of like-minded people who are doing each in their own amazing things in their own communities, working with youth.” According to an Elder who supported a class:

By watching the younger people, I see their desire to learn the language because it helps them with their identity...explains how you choose to live, and it gives you the assurance that you can overcome a lot of things in this life...gives you a reassurance of your connection to your ancestry.

One student also reported that the Alaska Native course environment that was created provided a space where they could make mistakes, learn, and not be judged for these mistakes. One student remarked that “there’s not much judgement going on in the classroom that really helps to just kind of allow myself to make mistakes, to be brave enough to try.” This type of environment is successful because it provides a “safe space to make mistakes to receive help”, which can then help to foster a sense of passion among students, as the student went on to share: “it is just so unbelievably refreshing to be in a space with people who are really trying and doing their part and connecting with kids and so inspiring to hear the things that they’re doing.”

F3. What challenges has the project faced and what actions were taken in response? Which component of the project is considered to be most closely associated with this challenge?

Reported challenges included logistical challenges due to the location and time of year. A faculty member reported that that “there’s challenges obviously with getting people here” as geographically the area is large. Weather can adversely affect the plane schedules; as one faculty member explained, “[when] it’s our foggy season...the ice is starting to affect the jet service and sometimes they [students] cannot come from the villages.” Zoom was recommended as a way to engage students; however, internet access can be intermittent across the state. Individuals’ schedules are often tied to fishing and butchering seasons, so

“providing multiple ways or times to learn and provide these classes is also needed.” The winter season was suggested as a time for future courses as it is a less busy season.

Staffing was also reported as a challenge. A project staff member reported that staff turnover or key staff personnel “spread thin” posed challenges to project implementation, since staff were unable to dedicate substantial time to the project. The project director reported that one staff member had resigned in May, while another staff member was fully employed by a local school district. This led to staff members having to juggle the work of the grant with the responsibilities of other positions.

F4. What factors (internal or external) have affected project implementation? What were the impacts of these factors on implementation?

One major external factor affecting implementation of the program was COVID-19. As one faculty member shared, “the leerness to travel was happening in villages regarding COVID limiting people from traveling.” While students were invited to participate in-person for classes or online, students had either family situation arise or were hesitant to travel due to COVID. This external factor had an impact on students engaging face-to-face for activities and participation.

The add-drop policy that works for the larger UAF campus did not translate well to the rural campuses. UAF has a course drop deadline. However, in rural Alaska with oftentimes spotty internet and individuals living significant distances from campus, picking up and submitting a form can be onerous. Sometimes instructors forget to give students the drop form and then it does not get submitted for a week or more which is especially problematic with compressed courses⁵. The result is, “that student would have to pay the tuition even though the student didn’t take the course because the drop form wasn’t submitted on by the Fairbanks deadline. So when those things happen, we’ll have to beg Fairbanks to allow us to have that person drop or we’ll have to use funds for a student who didn’t actually take the course.” While this policy did not impact enrollment in grant-related courses, this policy did impact project staff and faculty time and burden them with paperwork.

F5. What steps have been taken by the institution that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services?

The collaborating campuses have cultivated a supportive climate for indigenous cultural, language, and arts courses by engaging faculty, community members, and students in the course development process. At the coordinating campus, faculty reported that NWC “has partnered with local organizations, specifically our native corporations” to help garner more indigenous language efforts. Staff reported that multiple staff, faculty, and elders have been involved with significant “development of syllabi at each campus.” These efforts to engage varying groups ensure that multiple voices are part of the foundation for sustainable courses.

Faculty took steps to ensure that what was taught within the classes would be carried forth and in turn create conditions for future course demand. For example, at NWC both the student and faculty focus groups discussed how learning continued beyond the class through a coffee shop meeting to use their

⁵ Compressed courses may occur over a long weekend for a 1-credit course or over a few weeks.

language, demonstrating that the course content was being used beyond the classroom. Student engagement beyond the classroom supports student persistence and retention.

F6. How has this Title III project affected the university overall?

BBC, CC, KuC, and NWC are four UAF campuses that operate in rural environments that are quite different from the UAF main campus location. The collaborative planning work reduces the isolation of working in a rural location and leverages the expertise of the small staffs. By working together, they develop online offerings and resources that students from other campuses can access and network with each other. For example, BBC created indigenous language and arts videos and shared the editing process with the other campuses during a collaborative planning session. This helps to ensure that while staff may be in short supply at each rural campus, the campuses can work together to utilize staffs' strengths to the benefit of the project goals and the university's strategic plan.

Summative Evaluation (S)

S1. To what extent has the project met its goals?

To respond to this question, progress on objectives is assessed by goal. Since this is the first year of the project, goal measurement was not conducted. Summary goal charts with baseline data are included in this report as a placeholder for reporting, which will begin in Year 2. For more information about project objectives, please see the response to evaluation question F1.

Goal 1: Develop Alaska Native language, art, and culture faculty in rural Alaska communities.	
Research Question	To what extent has the project met its goals?
Summative Outcome Measure	By November 30, 2026, the percentage of objectives affiliated with the project are affiliated with the project are on target or met will be 100%.
By September 30, 2022, the percentage of objectives affiliated with the project are affiliated with the project are on target or met will be 0%.	As this is the first year, this is the year to establish the baseline data for these measures. A baseline was established for one of the objectives. Two of the objectives associated with goal 1 are tied to the online archive, which has not launched yet but is currently in development. This indicates that 66.7% of objectives were met or on target.
Goal 2: Develop Alaska Native language, art, and culture courses.	
Research Question	To what extent has the project met its goals?
Summative Outcome Measure	By November 30, 2026, the percentage of objectives affiliated with the project are affiliated with the project are on target or met will be 100%.
By September 30, 2022, the percentage of objectives affiliated with the project are affiliated with the project are on target or met will be 0%.	As this is the first year, this is the year to establish the baseline data for these measures. Two of the objectives had baselines established. One objective was tied to the digital archive, which has not launched yet. This indicates that 66.7% of objectives were met or on target.

S2. To what extent has the project met its intended outcomes?

This is the first year of the project; outcome measurements are reported in Figure 8.

Figure 8. Summative Indicators by Intended Outcomes

Grant Outcome	Baseline	Target	Status/Detail
Increase % of trained teachers reporting efficacy teaching Alaska Native language, art, and culture courses	57.1%	Not defined	Seven teachers completed the efficacy tool in the fall 2021 semester. Four teachers reported a high level of efficacy teaching Alaska Native language, art, and culture courses (57.1%).
Increase % of trained teachers observed using traditional indigenous pedagogy		Not defined	Data not collected in FY 22.
Increase # of trained teachers teaching courses	2 teachers across all four campuses (FY 22)	Not defined	BBC: The BBC had one trained teacher leading a course during FY 22. Chukchi: Not reported. NWC: The NWC had one trained teacher leading a course during FY 22. Kuskokwim: Not reported. Overall: Across the four campuses, there were two trained teachers teaching courses during FY 22.
Increase % of trained teachers using the digital archive resources		Not defined	Out of the four teachers who responded, two of the teachers (50%) reported using the digital archive resources on the efficacy survey. This finding should be interpreted with caution as the project's digital archive has not been launched, so the teachers may have been using a previously established archive.
Increase # of annual digital archive site visitors		Not defined	Data not provided.
Increased engagement of digital archive visitors		Not defined	Data not provided.
Increased # of course offerings in Alaska Native language, arts, and culture	2 course offerings across all four campuses (FY 22)	Not defined	BBC: The BBC has one course offering during the FY 22 (Carving). Chukchi: Not reported. NWC: The NWC had one course offering during the FY 22 (Teaching Tools for Conversational Inupiaq). Kuskokwim: Not reported. Overall: Across the four campuses (those that reported), there were two course offerings during FY 22.

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Increased Alaska Native language, arts, and culture course enrollment	23 students across all four campuses (FY 22)	Not defined	BBC: The BBC had 14 students enrolled in the Alaska Native language, arts, and culture course during FY 22. Chukchi: Not reported. NWC: The NWC had five students enrolled in spring and nine students enrolled in fall Alaska Native language, arts, and culture course during FY 22. This was a total of 14 students at NWC during the whole year. Kuskokwim: Not reported. Overall: Across the four campuses (those that reported), there were 23 students enrolled in the Alaska Native language, arts, and culture courses during FY 22.
Increased enrollment of Alaska Native students	Seven Alaska Native students across all four campuses (FY 22)	Not defined	BBC: Not reported. Chukchi: Not reported. NWC: The NWC had seven Alaska Native students out enrolled in grant-related courses during FY 22. Kuskokwim: Not reported. Overall: Across the four campuses (those that reported), there were seven Alaska Native students out of nine total students (77.8%) enrolled during FY 22.
Achieve 80% student satisfaction with courses	94.4% satisfaction (FY 22)	Not defined	BBC: An average of 92.8% BBC students reported satisfaction with Alaska Native language, arts, and culture courses in FY 22. Chukchi: Not reported. NWC: An average of 95.8% NWC students reported satisfaction with Alaska Native language, arts, and culture courses in FY 22. Kuskokwim: Not reported. Overall: Across the four campuses (those that reported), two of the campuses had students reporting 80% or more satisfaction (94.4% average) with Alaska Native language, arts, and culture courses during FY 22.
Majority (>50%) of students report a sense of belonging on campus		Not defined	Data not collected in FY 22.
Increased number of students from outside the service region participating in online courses		Not defined	BBC: Not reported. Chukchi: Not reported. NWC: No online courses in FY 22. Kuskokwim: Not reported. An overall total could not be calculated.
Increased persistence of Alaska Native students		Not defined	BBC: Not reported. Chukchi: Not reported. NWC: Not reported. Kuskokwim: Not reported. An overall total could not be calculated.

CONCLUSION & RECOMMENDATIONS

During this reporting period, UAF NWC established their baseline data collection. Data were collected and reported for the grant's objectives.

Goal 1

Goal 1 calls for the development of Alaska Native language, art, and culture faculty in rural Alaska communities. The campuses met or were on track to meet two out of three objectives (66.7%). The campuses met objective 1.1, as the campuses held a collaborative event with master teachers, elders, and faculty to discuss teaching policy, curriculum development, and qualifications for teachers. The campuses begun to discuss developing the digital archive (objective 1.2a). The campuses did not meet objective 1.2b because the digital archive did not launch during year 1.

Goal 2

Goal 2 is to develop Alaska Native language, art, and culture courses. The campuses met or were on track to meet two out of three objectives (66.7%). The campuses met objective 2.1 and 2.2a by creating new face-to-face and online courses that were utilized in Alaska Native language, art, and culture instruction. The campuses did not meet objective 2.2b because the digital archive did not launch during year 1.

Recommendations

Overall, the UAF NWC Title III project is on track for success. The meeting documentation maintained by NWC was commendable in recording in real time the topics, concerns, and actions related to the project. BBC is commended for providing artifacts as well as data for the course they developed. Since data and documentation collection from all campuses is necessary to report on the grant activities, it is recommended that NWC request that each campus provide artifacts and update course counts at the end of each semester in the Excel spreadsheet that is organized by objective. A consideration for the coming year is to focus on the development of the digital archive. As this archive is tied to several objectives of the grant, the development and launching of this archive will help to ensure the continued success of the UAF NWC Title III project.

APPENDIX A: EVALUATION FRAMEWORK

<i>FOI.1. To what extent was the project implemented as it was designed?</i>				
Implementation Tasks	Time Frame	Grant Objective Analytical Procedure	Data Collection Procedure	Frequency/ Date
Year 1: All Actions				
Review program regulations, set up budgets, implement time & effort reporting, establish schedule & process for internal reports	10/21	For all actions: Review documentation, quarterly meeting minutes, and project staff interviews for evidence that these actions were completed on schedule.	For all actions: Review documentation and meeting minutes; interview project staff. Consult with project staff if documentation is missing	For all actions: Quarterly
Create a list of Elders according to language/dialect	11/21			
Faculty development event at NWC	12/21			
Design scope and sequence of course offerings	10/21-12/21			
Establish an online archive of products to include but not limited to, new course and training materials	12/21			
Development of face-to-face (F2F) and web-based special topics syllabi	1/22			
Offer one 1-credit course at NWC, BB, CC, KuC	1/22-5/22			

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Maintenance of the online resource archive, including but not limited to course and training-related materials	1/22-5/22			
Outreach to community partners and other organizations to solicit course requests for the upcoming academic year	3/22			
Data collection for evaluation: calls for data (May and August)	8/21-8/22			
Review annual report draft generated by evaluator	11/22			
Years 2-5				
Faculty development event at NWC	12/22-12/25			
Offer one 1-credit course at NWC	8/22-12/22			
Maintenance of the online resource archive including but not limited to course and training-related materials	8/22-5/26			
Data collection for evaluation: calls for data (May and August)	8/22-8/26			
Review annual report draft generated by evaluator	11/23-11/25			
Development and/or review of F2F and web-based syllabi	8/22-12/25			
Offer two 1-credit courses at NWC per semester (4 total courses per academic year)	8/22-5/26			

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Offer one web-based course (per academic year)	8/22-5/26			
Solicit community partners and other relevant organizations input about interest for Alaska Native Language, Art, and Culture courses for the upcoming academic year	3/23-25			
Review summative report draft generated by evaluator	Date to be defined			
FOI.2. To what extent were program components implemented according to professional standards or best practices?				
Activity 1: Develop Alaska Native Language, Art, and Culture faculty in rural Alaskan communities	Ongoing	Identify or develop rubric for best practices/ evidence-based practices for faculty (apprentice teacher) training in indigenous pedagogies Assess NWC implementation according to rubric and grade implementation	Collect and review evidence of improvement in faculty (apprentice teacher) training model for indigenous pedagogies Consult with project staff/faculty trainer during or following virtual site visit	Annual: May
	Ongoing	Identify or develop rubric for best practices for Master Apprenticeship program cohort learning Assess UAF KuC, CC and BBC implementation according to rubric and grade implementation	Collect and review evidence of improvement using the cohort model Consult with project staff, faculty, and students during or following the virtual site visit	Annual: May

	Ongoing	<p>Identify or develop rubric for best practices for materials curation in an online archive</p> <p>Assess UAF KuC, CC and BBC implementation according to rubric and grade implementation</p>	<p>Collect and review evidence of improvement of a digital archive</p> <p>Consult with project staff during or following the virtual site visit</p>	Annual: May
Activity 2: Develop/maintain Alaska Native Language, Art, and Culture courses	Ongoing	<p>Identify or develop rubric for best practices/evidence-based practices for course design development with indigenous pedagogies</p> <p>Assess UAF KuC, CC and BBC implementation according to rubric and grade implementation</p>	<p>Collect and review evidence of improvement of course design and development using indigenous pedagogies</p> <p>Consult with project staff/faculty during or following the virtual site visit</p>	Annual: May
		<p>Identify (i.e., Quality Matters) rubric for best practices/evidence-based practices for online course development and resources using technology to support student learning</p> <p>Assess UAF KuC, CC and BBC implementation according to rubric and grade implementation</p>	<p>Collect and review evidence of improvement of online course and resources development</p> <p>Consult with project staff/faculty during or following the virtual site visit</p>	Annual: May

FOI.3. To what extent were campus stakeholders involved in implementation efforts? What were campus stakeholders' opinions about the project?				
<p>Activity 1: Develop Alaska Native Language, Art, and Culture faculty</p> <p><i>Faculty/Knowledge Experts</i></p> <ul style="list-style-type: none"> ● What course(s) did you teach in the Alaska Native Language, Art, and Culture offerings? Was it F2F or online? ● What do you know about the campus' efforts to integrate indigenous pedagogies into course development and activities? ● How did you incorporate indigenous pedagogies into your course? Probes <ul style="list-style-type: none"> ○ Holistic ○ Experiential ○ Place-based learning ○ Intergenerational ● From your perspective, what are the benefits of developing courses using indigenous pedagogies? ● From your perspective, what challenges exist/rose from using indigenous pedagogies? ● Have you previously taught a course without using indigenous pedagogies? If 	<p>Following training and course implementation</p>	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit: Separate focus groups with faculty and knowledge experts</p>	<p>Annual: May or September</p>

<p>yes, ask how were students' engagement levels different between the course with and without the inclusion of indigenous pedagogies?</p> <ul style="list-style-type: none"> ● Tell me about your experiences using the Alaska Native Language, Art, and Culture online archive. What resources did you contribute? Which resources did you access or have your students use as part of the course from the online archive? ● Did you attend the training offered at NWC related to indigenous pedagogies? <p>[for those who received training, ask the following inquires]</p> <ul style="list-style-type: none"> ○ What aspect of the training resonated with you? ○ What from the training did you find most helpful in designing your course activities? Probe about: <ul style="list-style-type: none"> ○ Elements of indigenous pedagogies ○ Creating and using digital resources ○ Discussion opportunities with other native speakers ○ What additional training would be helpful? ● What suggestions related to the Alaska Native Language, Art, and culture course 				
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<p>that you taught would you like me to share with the campus?</p>				
<p>Activities 1 (faculty development) and 2 (courses)</p> <p><i>Project Staff</i></p> <ul style="list-style-type: none"> ● What planned activities has the project done this year? <ul style="list-style-type: none"> ○ What has gone well? ○ What could have gone better? ○ What revisions/changes are you planning for next year based on what occurred this year? ● What is your perception of how the faculty training went? ● How well did the Master Apprentice Weekend go? What were some highlights? What are some identified needs? ● What digital resources have been developed this year? What resources did the project need to secure to ensure the development of a high-quality product? ● From your perspective, what are the benefits of developing courses using indigenous pedagogies? 	<p>Following course offering implementation</p>	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit: Focus group with project staff</p>	<p>Annual: May or September</p>

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<ul style="list-style-type: none"> • From your perspective, what challenges exist/rose from using indigenous pedagogies? • What else would be helpful for me to know about this year? 				
<p>Activity 2: Develop Alaska Native Language, Art, and culture courses</p> <p><i>Students</i></p> <ul style="list-style-type: none"> • Tell me about the Alaska Native Language, Art, and Culture course that you took. <ul style="list-style-type: none"> ○ Was it F2F or online? ○ Why did you decide to take the course? ○ What learning opportunities did you have in the course such as learning in your community, learning from elders, connected to the land, etc.? ○ How did you demonstrate what you learned? Alternatively, what type of assessments did you complete? • What did you not like about the Alaska Native course that you took? • What suggestions related to the Alaska Native Language, Art, and culture course do you have that you would like me to share with the campus? 	<p>Following course offering implementation</p>	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit: Interviews with enrolled students</p>	<p>Annual: May or September</p>

F1. To what extent has the project achieved its intended outputs/annual objectives?				
Grant Objectives /Definition of Terms	Annual Targets	Grant Objective Analytical Procedure	Data Collection Procedure	Frequency/ Date

Activity 1: Develop faculty

Obj.1.1 Develop/enhance Apprentice Teachers' ability to provide instruction in Master Teacher's training subject matter.	2022: 100%	Baseline = 0 Numerator = Evidence of annual training session (0 or 1) Denominator = Annual training (1)	Request evidence of training class conducted (e.g., agenda, training materials)	Annual: May
	2023: 100%			
	2024: 100%			
	2025: 100%			
	2026: 100%			
	2022: 100%	Baseline = 0 Numerator = Number of Apprentice Teachers trained Denominator = Total Number of Apprentice Teachers	Request documentation of training participants attendance (e.g., roster)	Annual: May
	2023: 100%			
	2024: 100%			
	2025: 100%			
	2026: 100%			

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<p>Obj.1.2a. In year 1, develop the digital archive.</p>	<p>2022: 100%</p>	<p>Baseline = 0</p> <p>Numerator = Evidence of the digital archive (0 or 1)</p> <p>Denominator = Digital archive (1)</p>	<p>Request link to the digital archive</p>	<p>Annual: August 2022 only</p>
<p>Obj. 1.2b. Maintain Alaska Native language, art, and culture online archive for academic and community utilization.</p>	<p>2022: 100%</p> <p>2023: 100%</p> <p>2024: 100%</p> <p>2025: 100%</p> <p>2026: 100%</p>	<p>Baseline = 0</p> <p>Numerator = # of courses, trainings with their resources in the archive</p> <p>Denominator = Total number of grant-related Alaska Native language, art, and culture classes offered</p> <p><i>Alternatively: Total number of Alaska Native language, art, and culture classes offered</i></p>	<p>Request documentation of courses offered and digital archive link</p>	<p>Annual: May</p>

Activity 2: Develop Alaska Native language, art, and culture courses

<p>Obj.2.1 Create a new face to face course to be utilized in Alaska Native language, art, and culture instruction.</p>	<p>2022: 100%</p> <p>2023: 100%</p> <p>2024: 100%</p> <p>2025: 100%</p> <p>2026: 100%</p>	<p>Baseline = 0</p> <p>Numerator = # new face to face course created</p>	<p>Request documentation of new, not currently offered, course creation for face-to-face delivery (e.g., syllabi)</p>	<p>Annual: May</p>
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		Denominator = 1 Alaska Native language, art, and culture course		
Obj.2.2a Create a new online course to be utilized in Alaska Native language, art, and culture instruction.	2022: 100% 2023: 100% 2024: 100% 2025: 100% 2026: 100%	Baseline = 0 Numerator = # new online course created Denominator = 1 Alaska Native language, art, and culture course	Request documentation of new, not currently offered in the catalog course creation for online delivery (e.g., syllabi)	Annual: May
Obj.2.2b Develop digital resources for online course delivery and use.	2022: 100% 2023: 100% 2024: 100% 2025: 100% 2026: 100%	Baseline = 0 Numerator = Resources developed for online delivery (0 or 1) Denominator = Online Resources (1)	Request documentation (e.g., list) of digital resources developed and added to the archive	Annual: May
Guiding Questions		Analytical Procedure	Data Collection Procedure	Frequency/Date
<i>F2. What successes has the project achieved? Which component of the project is considered to be most closely associated with this success?</i>				
Activity 1: Develop faculty				
<ul style="list-style-type: none"> What successes has this team achieved related to the development of the online digital archive and provision of training to faculty? 		Transcript analysis based on interview protocol themes	Site visit:	Annual:

<ul style="list-style-type: none"> • How has this success led UAF NWC closer to its goal of increasing student enrollment and course completion through faculty training? • Which component of the project do you consider to be most closely associated with this success? Why? 		Focus groups with faculty, Knowledge Experts, and project staff	May or September
Activity 2: Develop Alaska Native language, art, and culture courses			
<ul style="list-style-type: none"> • What successes has this team achieved related to the use of indigenous pedagogies in course development (both F2F and online)? • How has this success led UAF NWC closer to its goal of increasing student enrollment and course completion through the offering of Alaska Native language, arts, and culture courses? • Which component of the project do you consider to be most closely associated with this success? Why? 	Transcript analysis based on interview protocol themes	Site visit: Focus group with project team, faculty/Knowledge Experts	Annual: May or September
<i>F3. What challenges has the project faced and what actions were taken in response? Which component of the project is considered to be most closely associated with this challenge?</i>			
Activity 1: Develop faculty			
<ul style="list-style-type: none"> • What challenges has this team faced related to faculty training? • What challenges have stakeholders faced with developing and/or using resources in the online digital archive? • What action(s) did your team take in response to this challenge? • Which component of the project do you consider to be most closely associated with this challenge? Why? • Did this challenge affect your future implementation plans? If yes, how? 	Transcript analysis based on interview protocol themes	Site visit: Focus groups with faculty, Knowledge Experts, and project staff	Annual: May or September
Activity 2: Develop Alaska Native language, arts, and culture courses			

<ul style="list-style-type: none"> • What challenges has the project faced related to the offering of Alaska Native language, arts, and culture courses? • What action(s) did you take in response to this challenge? • Which component of the project do you consider to be most closely associated with this challenge? Why? • Did this challenge affect your future implementation plans? If yes, how? 	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit: Focus group with project team and faculty/knowledge experts</p>	<p>Annual: May or September</p>
<p><i>F4. What factors (internal or external) have affected project implementation? What were the impacts of these factors on implementation?</i></p>			
<p>Activity 1: Develop faculty</p>			
<ul style="list-style-type: none"> • What factors have affected the development of the online digital archive and faculty training offerings? • What were the impacts of these factors on project implementation? • What action(s) did your team take in response to these factors? • Which component of the project do you consider to be most closely affected by these factors? Why? • Did this factor affect your future implementation plans? If yes, how? 	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit: Focus group with project staff, faculty/Knowledge Experts</p>	<p>Annual: May or September</p>
<p>Activity 2: Develop Alaska Native language, art, and culture courses</p>			
<ul style="list-style-type: none"> • What factors have affected course development and delivery? • What were the impacts of these factors on project implementation? • What action(s) did your team take in response to these factors? • Which component of the project do you consider to be most closely affected by these factors? Why? • Did these factors affect your future implementation plans? If yes, how? 	<p>Transcript analysis based on interview protocol themes</p>	<p>Site visit: Focus group with project team, faculty/Knowledge Experts</p>	<p>Annual: May or September</p>

F5. What steps have been taken by the institution that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services?			
Activity 1: Develop faculty			
<ul style="list-style-type: none"> • What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to the ongoing faculty training? Related to the curation of the online digital archive? • Which component of the project do you consider most likely to be sustained or institutionalized? Why? • Which component of the project do you consider least likely to be sustained or institutionalized? Why? 	Transcript analysis based on interview protocol themes	Site visit: Focus group with project staff	May or September
Activity 2: Develop Alaska Native language, art, and culture courses			
<ul style="list-style-type: none"> • What steps have been taken by this team that demonstrate a commitment to sustainability or institutionalization of grant-funded personnel, programs, and services related to how F2F and online courses are developed with attention to indigenous pedagogies? • Which component of the project do you consider most likely to be sustained or institutionalized? Why? • Which component of the project do you consider least likely to be sustained or institutionalized? Why? 	Transcript analysis based on interview protocol themes	Site visit: Focus group with project staff	May or September
F6. How has this Title III project affected the campus overall?			
<p>How has the project strengthened the campus and/or broader community?</p> <p>Have there been any unintended impacts of the project on the college or broader community?</p> <p>Based on progress made with this project, what new needs or potential areas of growth have been identified?</p>	Transcript analysis based on interview protocol themes	Site visit: Focus group with project staff	Annual: May or September

SUMMATIVE EVALUATION				
S1. To what extent has the project met its goals?				
Grant Goals	Annual Targets	Analytical Procedure	Data Collection Procedure	Frequency/ Date
Activity 1: Develop Alaska Native language, arts, and culture faculty in rural Alaskan communities.	2022: 0% 2023: 25% 2024: 50% 2025: 75%	Numerator = # of affiliated objectives that are on target or met Denominator = # of affiliated objectives	Use performance indicator data for Activity 1	Annual: August
Activity 2: Develop Alaska Native language, arts, and culture courses	2022: 0% 2023: 25% 2024: 50% 2025: 75%	Numerator = # of affiliated objectives that are on target or met Denominator = # of affiliated objectives	User performance indicator data for Activity 2	Annual: August
S2. To what extent has the project met its intended outcomes?				
Grant Outcomes	Annual Targets	Analytical Procedure	Data Collection Procedure	Frequency/ Date
Increase % of trained teachers reporting efficacy teaching Alaska Native language, art, and culture courses	Not defined	Numerator = # of teachers rating high (i.e., equal to and greater than 7) Denominator = total number of teacher survey respondents	Survey data	Annual: August

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Increase % of trained teachers observed using traditional indigenous pedagogy	Not defined	Numerator = % of teachers using indigenous pedagogies Denominator = total number of teachers observed	Observation Checklist for Indigenous Pedagogies Form; campus representatives will collect the data	Annual: August
Increase # of trained teachers teaching courses	Not defined	Numerator = % of trained teachers Denominator = total number of teachers	Instructor Listing by Course	Annual: August
Increase % of trained teachers using the digital archive resources	Not defined	Numerator = % of teachers reporting digital archive use Denominator = total number of teachers	Survey	Annual: August
Increase # of annual digital archive site visitors	Not defined	# of annual visitors current year minus the # of annual visitors the prior year Report totals by country and state	Digital Archive visitor record	Annual: August
Increased engagement of digital archive visitors	Not defined	Average number of pages viewed by a visitor current year minus the average number of pages viewed by a visitor the prior year	Digital Archive visitor record	Annual: August

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<p>Increased # of course offerings in Alaska Native language, arts, and culture</p>	<p>Not defined</p>	<p>Disaggregated by face-to-face and online</p> <p>Annual # by campus and total calculated by</p> <p>Current number of courses offered minus previous year's number of courses offered</p> <p>Total and by campus</p>	<p>Course listing by campus</p>	<p>Annual: August</p>
<p>Increased Alaska Native language, arts, and culture course enrollment</p>	<p>Not defined</p>	<p>Disaggregated by face-to-face and online</p> <p># of current year enrolled students minus the previous year's student enrollment</p> <p>Total and by campus</p>	<p>Student enrollment records</p>	<p>Annual: August</p>
<p>Increased enrollment of Alaska Native students</p>	<p>Not defined</p>	<p># of current year enrolled Alaska Native students minus the previous year's student Alaska Native enrollment</p> <p>Total and by campus</p>	<p>Student enrollment records</p>	<p>Annual: August</p>

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<p>Achieve 80% student satisfaction with courses</p>	<p>Not defined</p>	<p>Disaggregated by face-to-face and online</p> <p>Numerator = # of F2F or online students satisfied</p> <p>Denominator=total number of F2F or online responding students</p> <p>Total and by campus</p>	<p>Student course evaluation</p>	<p>Annual: August</p>
<p>Majority (>50%) of students report a sense of belonging on campus</p>	<p>Not defined</p>	<p>Disaggregated by face-to-face and online</p> <p>Numerator = # of students reporting a sense of belonging</p> <p>Denominator=total number of responding students</p> <p>Total and by campus</p>	<p>Student survey</p>	<p>Annual: August</p>
<p>Increased number of students from outside the service region participating in online courses</p>	<p>Not defined</p>	<p># of current year online out of service region students minus # of the previous year's out of service region students</p> <p>Total and by state and country</p>	<p>Student enrollment records</p>	<p>Annual: August</p>

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<p>Increased persistence of Alaska Native students</p>	<p>Not defined</p>	<p>Numerator = # of students enrolled next fall semester</p> <p>Denominator = total number of students enrolled in fall semester</p>	<p>Student enrollment records</p>	<p>Annual: August</p>
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APPENDIX B: FIDELITY OF IMPLEMENTATION ANALYSIS

Implementation Tasks	Time Frame	Grant Objective Progress	Notes
Year 1: All Actions			
Create a list of Elders according to language/dialect	11/21	Completed	Both BBC and NWC have compiled a list of elders with each class / project (Source: Elders)
Faculty development event at NWC	12/21	Completed	The campuses held a December 5 – 7, 2021 (Source: Agenda Final)
Design scope and sequence of course offerings	10/21-12/21	Completed	Both BBC and NWC held meetings throughout year 1 to design scope of course offerings (Source: NWC Course Dev Meetings; FY22 BBC Development Meetings)
Establish an online archive of products to include but not limited to, new course and training materials	12/21	In progress	While not launched, the campuses have started to make progress on the development of the online archive by holding discussions
Development of face-to-face (F2F) and web-based special topics syllabi	1/22	Completed	BBC and NWC have developed F2F syllabi, and BBC has developed an online syllabus during year 1 (Source: F2F syllabi; Online syllabi)
Offer one 1-credit course at NWC, BB, CC, KuC	1/22-5/22	Completed	Course offered at UAF Bristol Bay Campus: Beach Grass Collecting (PAR F150)
Maintenance of the online resource archive, including but not limited to course and training-related materials	1/22-5/22	Not yet implemented	The online archive was not launched in year 1

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Outreach to community partners and other organizations to solicit course requests for the upcoming academic year	3/22	Completed	The campuses have reached out to local community partners, such as local schools, to solicit course requests (Source: Meeting Minutes 9/9/22)
Data collection for evaluation: calls for data (May and August)	8/21-8/22	Completed	The campuses completed data calls from the evaluator in May and August
Review annual report draft generated by evaluator	11/22	In progress	The campuses are in progress of reviewing year 1 report draft by the evaluator

APPENDIX C: EVIDENCE-BASED PRACTICES FOR FACULTY DEVELOPMENT COHORT TRAINING IN INDIGENOUS PEDAGOGIES RUBRIC

Evidence-based Practices ⁶	Completely Implemented	Partially Implemented	Not Implemented	Not Planned	Explanation/Look-fors
FD1. Has clear goals and objectives relevant to the desired outcomes.	X				The agenda/program description articulates what participants will do, know, and be able to do upon completing the faculty development.
FD2. Taught/led/ facilitated by a professional/team who is knowledgeable about both indigenous pedagogies and the subject matter.	X				The facilitator(s) is deeply knowledgeable, skillful, prepared, and incorporates feedback to support participants' refinement of their practice/learning.
FD3. Focused on the use of indigenous pedagogies	X				The program reflects the hallmarks of indigenous pedagogies: experiential, holistic, intergenerational, and place based. ⁷
FD4. Used of experts/Elders in professional development delivery	X				Articulation in the professional development agenda and/or documentation of how the Elder and/or subject matter expert's role (e.g., contribution).
FD5. Included modeling and demonstration	X				Use of research-based adult learning strategies that include modeling of practices (e.g., gradual release of responsibility – I do, we do, you do).
FD6. Engaged participants	X				The facilitator provides opportunity for participant interaction with both the material and each other.
FD7. Provided support during implementation		X			Follow-up actions and/or support are offered. This may include, but is not limited to intersession work, email support, phone, site visit.
FD8. Promoted collaboration	X				Use of protocols, processes, and strategies to facilitate collaboration during the session, ideally these are structured

⁶ Advocates for Indigenous California Language Survival [program resources](#); Best practices in professional development: NASA's BEST Educators <https://www.txstate-epdc.net/best-practices-in-professional-development>; [Massachusetts Professional Development Evaluation Toolkit](#);

⁷ This item incorporates to some extent FD4, FD5, FD6, and FD10 while focusing on the cumulative impact of indigenous pedagogies.

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					activities to promote the sharing of ideas and working together to achieve goal(s) and objective(s).
FD9. Advanced participants' ability/knowledge/skill to apply learning from the professional development to their content/context.	X				Time to practice/apply skills and knowledge acquired during the faculty development session OR opportunities are provided for participants to identify how to apply their learning; feedback is provided
FD10. Identified knowledge experts/Elders and other resources are provided	X				A resource list of subject matter experts and/or Elders with their area of expertise specified (e.g., language, Alaska Native craft). Additional resources are provided (e.g., websites, articles, native language literature, photographs, videos)

APPENDIX D: BEST PRACTICES FOR MATERIALS CURATION IN AN ONLINE ARCHIVE FOR ALASKA NATIVE LANGUAGE ART, AND CULTURE RUBRIC

This rubric is being provided for informational purposes. Items were not rated in Year 1 due to the archive activity being in the planning stages.

Best Practices ⁸	Completely Implemented	Partially Implemented	Not Implemented	Not Planned	Explanation/Look-fors
MC1. Virus scan items prior to adding					Project staff will share their procedure for ensuring the integrity of items.
MC2. Verify that files transferred intact					
MC3. Uses high-resolution images and digital capture of audio and video					SEG will survey 10 items in the archive to calculate five percentages: resolution, naming, accessibility, retrievability, and permission to use. A score of 80% or higher will be the standard for “completely implemented.” Calculation: (numerator-number of files meeting a particular best practice/denominator-total number of items)*100
MC4. Maintain a consistent file naming structure					
MC5. Maintain permission to use records as applicable					
MC6. Maintain retrievability					NOTE: If the majority of the item is accessible, then it will be counted as accessible reviewed
MC7. Maintain accessibility (e.g., provide text to describe images)					

⁸ Best practices related to the online archive are derived from the Smithsonian Institution’s guidance on digital preservation located at <https://siarchives.si.edu/what-we-do/digital-curation>

APPENDIX E: BEST PRACTICES COURSE DEVELOPMENT FOR ALASKA NATIVE LANGUAGE, ART, AND CULTURE RUBRIC

Best Practices*	Completely Implemented	Partially Implemented	Not Implemented	Not Planned	Explanation/Look-fors*
CD1. Experiential	X				The course emphasizes learning by doing including observation, action, reflection, and further action.
CD2. Holistic		X			The course content focuses on the development of a human being as a whole person and providing students with opportunities reflect on in the four knowledge dimensions (i.e., cognitive, physical, spiritual, and emotional) when they engage in learning.
CD3. Place-based	X				The course connects learning to a specific place, and thus situating knowledge in relationship to a location, experience, and group of people.
CD4. Intergenerational	X				The program uses individuals from different generations. For example, Elders have a clear role to play in passing on wisdom and knowledge to the next generation.
CD5. Product production requirement (e.g., podcast, videos)		X			The course products include generation of material that could be used as part of the online archive, posted on the web, or in general records Alaska Native language, art, and/or culture for future reference. The instructor or students may generate these products.

*Indigenous pedagogy best practices and explanations (CD1-4) are from the work of Antoine, et al., 2018 who was cited in the grant application.

APPENDIX F: QUALITY MATTERS REVIEW

INU F115: Teaching tools for conversational Inupiaq

The Quality Matters© rubric was used by a trained Quality Matters © reviewer who observed the INU: F115 Teaching Tools for Conversational Inupiaq course offered by Northwest Campus in spring 2022.

General Standard 1: Course Overview and Introduction

The overall design of the course is made clear to the learner at the beginning of the course. The course overview and introduction set the tone for the course, let learners know what to expect, and provide other guidance to help learners succeed from the outset.

Specific Review Standard 1.1
Instructions make clear how to get started and where to find various course components.
Status: N/A
Evidence: Based on the review of the course, this standard does not apply. The course was completed fully in-person. There were no virtual course components.

Specific Review Standard 1.2
Learners are introduced to the purpose and structure of the course.
Status: Met
Evidence: The course syllabus introduced learners to the purpose and structure of the course. The purpose was specified under the course goal and course description. The structure was described to learners in several areas of the syllabus. The course information section explained the course meeting dates and times, including specifying the optional activities. These included evening faculty support, thrift store shopping, and the NiGipiaqta Feast. The syllabus also provided information on how the course would be set up by specifying the instructional methods. A detailed course calendar was provided in the syllabus as well. The course calendar includes an overview of the activities planned for each day of the three-day course.
The course purpose and structure were further elaborated on at the beginning of the in-person course.
Recommendation: The information participants need to be successful in the course is provided in the syllabus. There are no additional recommendations at this time.

Specific Review Standard 1.3
Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly.
Status: N/A
Evidence: Based on the review of the course, there is no online communication with an instructor/facilitator or other learners. Further, the course takes place over three consecutive days. Therefore, this standard does not apply.

Specific Review Standard 1.4
Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.
Status: Met
Evidence: The syllabus provides information on several course and institutional policies. The course policy provided addresses attendance requirements. Institutional policies on topics including COVID-19, student protections, and non-discrimination are provided. All institutional policies include a hyperlink to a webpage with more information.
Recommendation: The policies are specified. No additional recommendation is made at this time.

Specific Review Standard 1.5
Minimum technology requirements are clearly stated, and instructions for use are provided.
Status: Not Met
Evidence: Technology requirements are not stated.
Recommendation: Technology requirements should be stated in the syllabus. One of the learning outcomes is for learners to “use technological applications in Indigenous language classrooms” which may require technology during the course. Additionally, learners must complete a lesson plan project and daily written reflections. If these are required to be completed on a computer, technology requirements should be stated.

Specific Review Standard 1.6
Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
Status: Not Met
Evidence: The syllabus does not specify if there is any prerequisite knowledge needed.
Recommendation: From the observation of the course, it was clear learners had varying levels of knowledge of the Inupiaq language. Some learners chose to partially introduce themselves in Inupiaq, while others noted they did not speak any Inupiaq yet. The instructor shared that it was okay if learners did not yet know how to introduce themselves in Inupiaq. While learners may not need to have knowledge of the Inupiaq language prior to beginning the course, they may need knowledge of education as this course is designed for teachers who will implement Inupiaq. Include a statement on the course syllabus that specifies if there are any prerequisite knowledge or competencies required for the course.

Specific Review Standard 1.7
Minimum technical skills expected of the learner are clearly stated.
Status: Not Met
Evidence: No technical skills are specified.
Recommendation: It is unclear to what extent learners are expected to use technology in the class. Minimum technical skills should be stated in the syllabus.

Specific Review Standard 1.8
The self-introduction by the instructor/facilitator is appropriate and available online.
Status: Met
Evidence: During the observation of the course, the instructor provided a robust self-introduction. This self-introduction is not available online as no part of the course is available online.
Recommendation: The self-introduction was completed. No additional recommendation is made at this time.

Specific Review Standard 1.9
Learners are asked to introduce themselves to the class.
Status: Met
Evidence: After the instructor introduced herself to learners, they were asked to introduce themselves to their classmates.
Recommendations: Learners introduced themselves. No additional recommendation is made at this time.

General Standard 2: Learning Objectives (Competencies)

The learning objectives or competencies establish a foundation upon which the rest of the course is based.

Specific Review Standard 2.1
The course learning objectives, or course/program competencies, describe outcomes that are measurable.
Status: Not Met
Evidence: Seven course learning objectives are identified in the syllabus
<p>Recommendation: The evaluator reviewed the learning objectives and compared them to Bloom’s Revised Taxonomy. A review of the objectives is presented below with suspected Bloom’s level in parentheses following the objective.</p> <p><u>Measurable</u></p> <ul style="list-style-type: none"> • Devise tools for implementation in an Indigenous language classroom (Create) • Use technological applications in Indigenous language classrooms (Apply) <p><u>Approaching Measurability</u></p> <ul style="list-style-type: none"> • Have a basic understanding of Indigenous language pedagogy (Understand) • Understand cultural implications utilized to guide linguistic lessons (Understand) • Gain understanding that Indigenous pedagogy is holistic and incorporates lifeways and knowledge (Understand) <p><u>Not Measurable</u></p> <ul style="list-style-type: none"> • Gain insight into Indigenous language efforts that promote and foster cohesive classroom instruction (Understand) • Be aware of fluent Indigenous linguists as expert culture bearers (Remember) <p>The five course objectives (i.e., approaching measurability, not measurable) that are not currently measurable should be revised using Blooms Taxonomy (https://ctle.utah.edu/instructor-education/pdfs/bloom-handout.pdf). Measurable learning objectives. One objective, “Be aware of fluent Indigenous linguists as expert culture” may not be able to be written in a way that is measurable. Quality Matters recognizes there may be desired outcomes such as this, that are not easily measured. In that case, it is okay for that objective to not be rewritten.</p> <p>One objective that may be missing is the objective related to learning basic words and phrases in Inupiaq. The course materials that are provided are primarily related to this goal. Based on the observation and review of the syllabus and materials it seems learners must learn some basic aspects of the language to then incorporate them into their classrooms. If this is the case, then this should be added as an objective.</p>

Specific Review Standard 2.2
The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
Status: N/A
Evidence: Module-level learning objectives are not used in this course.

Specific Review Standard 2.3
All learning objectives or competencies are stated clearly, are written from the learner’s perspective, and are prominently located in the course.
Status: Met
Evidence: The seven learning objectives are stated clearly overall. They are written from the learner’s perspective. The objectives are located beginning on the first page of the syllabus.
Recommendation: The learning objectives are stated clearly and written in a way learners will understand overall. Some of the language in the learning objectives use educational jargon, which may be difficult to understand for the learner. Terms include pedagogy, linguists, and linguistic. As noted in Specific Review Standard 1.6, there may be an expectation that learners in this course have some knowledge of an educational setting. If this is the case, then these terms may be appropriate. However, if that is not the case it is recommended to adjust the language used.

Specific Review Standard 2.4
The relationship between learning objectives or competencies and learning activities is clearly stated.
Status: Not Met
Evidence: Although the learning objectives are specified there is no explicit connection to the learning activities. Learning activities are presented separately in the course calendar.
Recommendations: When the relationship between learning objectives and learning activities is made explicit, learners understand the reason they are being asked to complete the activities in the course. The instructor may wish to develop a course map which shows how the learning objectives are linked to the learning activities and place this into the syllabus. Another option would be to use a numbering system to clearly link the two. For example, if the instructor numbered the course objectives, learning activities could have the objectives listed in parentheses next to them.

Specific Review Standard 2.5
The learning objectives or competencies are suited to the level of the course.
Status: Met
Evidence: There are seven stated learning objectives for the course. Learning objectives for this course primarily fall in the understand and apply categories of Bloom’s Applied Taxonomy.
Recommendations: The course is an introductory course at the 100 level that is offered for 1-credit. Therefore, objectives written at the apply and understand level are appropriate.

General Standard 3: Assessment and Measurement

Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies. Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners’ mastery of content, but also allows learners to track their learning progress throughout the course.

Specific Review Standard 3.1
The assessments measure the achievement of the stated learning objectives or competencies.

Status: Met
Evidence: Two assessments are used throughout this course: daily written reflections and the lesson plan project. It is unclear if the daily written reflections are open-ended or have a specific prompt learners respond to.
Recommendation: The lesson plan project is a great assessment to apply many of the objectives in this course, in particular, the objective “devise tools for implementation in an Indigenous language classroom.” If prompts are used for the daily written reflections, the instructor should confirm these are aligned to the other six objectives. If not, the instructor may consider structuring the daily written reflections to use prompts related to the other objectives.

Specific Review Standard 3.2
The course grading policy is stated clearly at the beginning of the course.
Status: Met
Evidence: The course grading policy is listed in the syllabus.
Recommendation: The course syllabus provides information on the course grading policy. One aspect of the policy is participation, worth 25% of the grade. The instructor should consider adding additional information to the syllabus that describes how participation is calculated.

Specific Review Standard 3.3
Specific and descriptive criteria are provided for the evaluation of learners’ work, and their connection to the course grading policy is clearly explained.
Status: Not Met
Evidence: The course grading policy is presented in the syllabus. The policy specifies the percentage each component of the course is assigned (e.g., 50% of the course grade is determined by the lesson plan project).
Recommendation: Although the syllabus provides information on how each course component is connected to the final grade, there is no information on how the course components are graded. It is recommended to provide information on how each course component is graded in the syllabus.

Specific Review Standard 3.4
The assessments used are sequenced, varied, and suited to the level of the course.
Status: Met
Evidence: Two assessments are used in the course: a lesson plan assignment and daily reflections.
Recommendations: The course is one-credit and completed in a three-day period so there are a limited number of assessments used. Due to this, the variety of assessments used in the course is sufficient.

Specific Review Standard 3.5
The course provides learners with multiple opportunities to track their learning progress with timely feedback.
Status: Not Assessed
Evidence: The course is completed in-person, over a three-day period. Two assessments are used, a lesson plan assignment and daily self-reflections. Because of the short duration of the course and nature of the assessments this standard was not assessed.

General Standard 4: Instructional Materials

Instructional materials enable learners to achieve stated learning objectives or competencies.

Specific Review Standard 4.1
The instructional materials contribute to the achievement of the learning objectives or competencies.
Status: Not Met
<p>Evidence: Several course materials were provided to the evaluator. These included:</p> <ol style="list-style-type: none"> 1. Inupiaq Alphabet and Vowels: A sheet of the Inupiaq alphabet and vowels. 2. Basic Everyday Greetings: A sheet the provides the Inupiaq and English translations of basic everyday greetings. 3. Basic Inupiaq Phrases: A sheet the provides the Inupiaq and English translations of basic phrases. 4. Common Inupiaq Phrases: A sheet the provides the Inupiaq and English translations of common phrases. It also includes information about how Inupiat will say hello and goodbye given there is no Inupiaq word for hello or goodbye. 5. Positive Inspiring Words in Inupiaq: A sheet the provides the Inupiaq and English translations of positive phrases (e.g., You are strong). 6. How words and sentences are formed: Provides some basic Inupiaq words and how to form sentences using these words. 7. Word and Sentence Formation: A sheet that provides some examples of how words become sentences. 8. Language is Important: This document provided several quotes designed for reflection (as described by the instructor). 9. Let's Garden: A sheet the provides the Inupiaq and English translations of word related to gardening. 10. Encouragement, Guidance and Lessons Learned: 21 Years in the Trenches of Indigenous Language Revitalization: An article by Darrell Kipp used for reading and reflection in the course (as described by the instructor)
<p>Recommendation: Items 1-7 contribute to the goal of developing a basic understanding of the Inupiaq language. As noted under Specific Review Standard 2.1, it seems that an objective related to learning the Inupiaq language should be added. However, the course materials may be used with the learners in the classroom to demonstrate Indigenous language pedagogy and helping learners to understand how to promote and foster cohesive classroom instruction which is directly aligned with the objectives. Items 8-10 contribute to the objectives related to understanding cultural implications and that indigenous pedagogy is holistic and incorporates lifeways and knowledge.</p>

Specific Review Standard 4.2
The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.
Status: N/A
<p>Evidence: This course was conducted in person. This standard is designed to review an online course. This standard was not applicable.</p>

Specific Review Standard 4.3
The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.

Status: Met
Evidence: The majority of the materials used in the course were developed by the instructor. Materials from other sources include source information.

Specific Review Standard 4.4
The instructional materials represent up-to-date theory and practice in the discipline.
Status: Not Assessed
Evidence: Many of the materials that were provided are instructional materials that were used in the course with learners. It is unclear how these materials were used. Therefore, this standard cannot be assessed at this time.

Specific Review Standard 4.5
A variety of instructional materials is used in the course.
Status: Not Assessed
Evidence: Many of the materials that were provided are instructional materials that were used in the course with learners. It is unclear how these materials were used. The materials were mainly sheets of translations between Inupiaq and English. However, they were used as materials in the classroom for different activities. The way they were used matters and is unclear to evaluator. Therefore, this standard cannot be assessed at this time.

General Standard 5: Learning Activities and Learner Interaction

Learning activities facilitate and support learner interaction and engagement. Course components that promote active learning contribute to the learning process and to learner persistence.

Specific Review Standard 5.1
The learning activities promote the achievement of the stated learning objectives or competencies.
Status: Not Assessed
Evidence: Learning activities are briefly described in the syllabus in the course calendar. However, the notes about the activities are brief. It is unclear if these activities promote the achievement of the stated learning objectives.

Specific Review Standard 5.2
Learning activities provide opportunities for interaction that support active learning.
Status: Not Assessed
Evidence: Learning activities are briefly described in the syllabus in the course calendar. However, the notes about the activities are brief. It is unclear if these activities provide opportunities for interaction that support active learning.

Specific Review Standard 5.3
The instructor/facilitator's plan for classroom response time and feedback on assignments is clearly stated.

Status: Not Met
Evidence: There is no information in the syllabus about when learners will receive feedback on their lesson plan assignment or daily self-reflections.
Recommendation: To satisfy this standard, information should be added to the syllabus to inform learners when they should expect feedback.

Specific Review Standard 5.4
The requirements for learner interaction are clearly stated.
Status: N/A
Evidence: This standard is designed to measure learner interaction in a completely online course. This standard does not apply.

General Standard 6: Course Technology

Course technologies support learners' achievement of course objectives or competencies. The technologies enabling the various tools used in the course facilitate rather than impede the learning process.

Specific Review Standard 6.1
The tools used in the course support the learning objectives or competencies.
Status: N/A
Evidence: Technology was not used to support learning objectives in this in-person course. This standard does not apply.

Specific Review Standard 6.2
Course tools promote learner engagement and active learning.
Status: N/A
Evidence: Technology was not used to support learning in this in-person course. This standard does not apply.

Specific Review Standard 6.3
A variety of technology is used in the course.
Status: N/A
Evidence: Technology was not used to support learning in this in-person course. This standard does not apply.

Specific Review Standard 6.4
The course provides learners with information on protecting their data and privacy.
Status: N/A
Evidence: Technology was not used to support learning in this in-person course. This standard does not apply.

General Standard 7: Learner Support

The course facilitates learner access to institutional support services essential to learner success. It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.

Specific Review Standard 7.1
The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
Status: Not Met
Evidence: No information is provided for learners to obtain technical support.
Recommendation: If learners are using any form of technology on course assignments, providing information on University of Alaska-Fairbanks Technical Support will ensure learners are supported.

Specific Review Standard 7.2
Course instructions articulate or link to the institution's accessibility policies and services.
Status: Met
Evidence: The syllabus includes information about the Office of Disability Services, information about how to obtain accommodations, and a phone number and website.
Recommendation: Information on the Office of Disability Services is provided. No additional recommendations are made at this time.

Specific Review Standard 7.3
Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.
Status: Met
Evidence: Information is provided in the syllabus about student academic support. This includes phone numbers and email addresses.
Recommendation: Information is provided. No additional recommendations are made at this time.

Specific Review Standard 7.4
Course instructions articulate or link to the institution's student services and resources that can help learners succeed.
Status: Met
Evidence: Information is provided in the syllabus about student services. This includes phone numbers and email addresses. Further, during the first part of the class a student services representative came and welcomed learners to the campus. She provided learners with information on how to reach her, where her office was located, and her hours.
Recommendation: Information is provided. No additional recommendations are made at this time.

General Standard 8: Accessibility and Usability

The course design reflects a commitment to accessibility and usability for all learners. The course design utilizes the principles of Universal Design for Learning (UDL) and reflects a commitment to accessibility, ensuring all learners can access all course content and activities, and to usability, ensuring all learners can easily navigate and interact with course components.

Disclaimer: Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met.

Specific Review Standard 8.1
Course navigation facilitates ease of use.
Status: Not Assessed
Evidence: An online component of this course is not used. This standard does not apply.

Specific Review Standard 8.2
The course design facilitates readability.
Status: Not Assessed
Evidence: An online component of this course is not used. This standard does not apply.

Specific Review Standard 8.3
The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.
Status: Not Met
Evidence: The course uses Word documents for course materials.
Recommendation: To ensure accessibility, headings should consistently be used to help screen readers navigate the page.

Specific Review Standard 8.4
The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.
Status: Not Assessed
Evidence: Multimedia is not used. This standard does not apply.

Specific Review Standard 8.5
Course multimedia facilitate ease of use.
Status: Not Assessed
Evidence: Multimedia is not used. This standard does not apply.

Specific Review Standard 8.6
Vendor accessibility statements are provided for all technologies required in the course.
Status: Not Assessed
Evidence: