

PROGRAM REVIEW – ASSOCIATE OF APPLIED SCIENCE (A.A.S.) IN NATIVE
LANGUAGE EDUCATION
Alaska Native Language Program
College of Liberal Arts, UAF

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1. Current Outcomes Assessment Plan and Summary

Mission: Prepare teachers of Native language and culture, emphasizing the role of oral language in the classroom and an understanding of the situation of endangered languages.

- 1) When declaring a Native Language Education major, students are required to fill out a questionnaire with statements explaining their language fluency, knowledge of the field, job experience, and employment goals.
- 2) As a requirement for graduation, students are again required to fill out a questionnaire where they are asked about the quality of the instruction they have received, quality of advising, whether their original educational goals were met and how and why these goals may have changed, and their future plans for employment or continued education.
- 3) Capstone Course: As part of Certificate/AAS programs all students are required to complete 12 credits of Practicum. A faculty evaluation committee will be responsible for reviewing student progress in the Practicum based on stated goals of the program, which purports to train instructors of Native language and culture.

Goals for instructors are:

- 1) become literate in the Native language,
- 2) learn appropriate teaching methodology,
- 3) learn about history of their language and relationships with other languages,
- 4) learn to develop classroom teaching materials,
- 5) manage a classroom.

**NATIVE LANGUAGE EDUCATION PROGRAM
EXIT SURVEY FOR GRADUATES
Alaska Native Language Program, UAF**

A. Academic Program

1. You completed course work in Practicum, language teaching/curriculum, linguistics, and literacy. Please rank each of these areas in order of importance/relevance to you as a teacher. Indicate whether you believe sufficient time was spent in each area.

Ranking:	Amount of time spent:		
___ Practicum:	_ Too much	_ About right	__ Too little
___ Linguistics:	_ Too much	__ About right	__ Too little
___ Teaching/Curriculum:	_ Too much	__ About right	__ Too little
___ Literacy:	_ Too much	__ About right	__ Too little

2. Were you satisfied with the quality of instruction you received? (1=never, 5=always)
3. Did you receive adequate attention and guidance from your advisor? (1=never, 5=always)
4. What changes do you think should be made to improve the quality of advising and/or teaching?

B. Relation to job performance and goals

1. Are you currently teaching an Alaska Native Language?
2. To what degree has this program helped you develop as a language teacher?
(1=none, 5=very much)
3. What part of the program do you feel was **most** beneficial to you as a teacher and why?

4. What part of the program do you feel was **least** beneficial to you as a teacher and why?

C. Fluency

1. Are you fluent in an Alaska Native language?
2. Were you fluent in an Alaska Native Language when you started this program?
3. If you were not fluent when you started, has your fluency increased since then?
4. To what degree do you feel this program has helped you improve your fluency?
(1=not at all, 5=very much)

2. ASSESSMENT

In the past five years, FY 06-10, 4 students have completed the Certificate in Native Language Education and 5 have completed the AAS, according to PAIR data. There are currently 4 majors in each program, working toward completion. Major counts are not always entirely revealing with these programs, since some students do not declare the major until they are ready to graduate.

Students who earn these degrees are mostly fully employed as teacher's aides in rural school districts, teaching Native language. When they complete the program, they are sometimes able to secure a raise and a higher position, within their district. One rural district accepts the Certificate and uses it as the basis for nomination of the student for special state teacher certification with the Alaska Department of Education. This Type M certification can be obtained with less than a B.A. degree upon nomination by the school district. Thus, motivation is strong for students to complete the Certificate, particularly in the Kotzebue region, where students work through Chukchi Campus. Students in other regions can negotiate with their school districts for a pay raise.

Gathering of information from students can be difficult since program students are exclusively at UAF rural sites and at Yukon College in Canada and do not always respond to requests. We have begun to contact the director of the Yukon Native Language Center to see if he is able to get responses from his students. In the past we have also conducted telephone interviews with students.

Graduates were surveyed in 2007, and there was a period following where there was only one graduate. We are awaiting responses from our FY 10 graduates from the Yukon Territory.

Students express satisfaction with the program courses and appreciate the Practicum classes and the personal attention given by instructors. (We note that one of the most devoted and effective instructors died unexpectedly in 2008, leaving Chukchi Campus without its main proponent of this program. ANLP has been trying to assist Chukchi in finding a replacement for this person. There is no one who is capable of replacing Ruth Sampson, and the only possibility is to find several people to replace her in various areas. This loss has been a blow to the Inupiaq program in Northwest Arctic.)

Students surveyed request more course content on language teaching methods, materials production, student evaluation.

3. PROGRAMMATIC REVISIONS BASED ON ASSESSMENT

Of the improvements students would like to see in the program, some are clearly more feasible than others. There is already a class in Teaching Methods for Alaska Native Languages – ANL 287 and another on Curriculum and Materials Development for Alaska Native Languages – ANL 288. We do not think it would be possible to add more courses to the degree, and this is not what is needed. Our major improvement has been to offer ANL 287 in a new format. With a distance delivery grant from UA Statewide, we were able to employ UAF assistant professor Sabine Siekmann to teach a distance class to students from Northwest Alaska. Siekmann is a specialist in second language teaching, and students met in Fairbanks for three days in January, 2010 to begin the class. The class continued throughout Spring semester by audioconference, and the instructor traveled once to Kotzebue in April, where she offered language teaching demonstrations. A short course will be offered in January, 2011 at the Northwest Campus in Nome. Students reacted positively to the ANL 287 class and received some of the most useful language teaching methods of the whole program. We would like to continue to hire Siekmann, but demands on her time are great and funding is not always available.

Table 4.1 Outcomes Assessment Implementation Summary – Native Language Education Certificate/AAS

Complete a separate table for each degree and certificate program

	Academic Year		
	2007-08	2008-09	2009-10
Assessment information Collected	<i>Graduates interviewed</i>	<i>No data collected.</i>	<i>Surveys sent out.</i>
Conclusions drawn from the information collected above	<i>Students appreciate courses, practica, and instructor involvement. Students desire more second language teaching methods, as well as materials production, more reading and writing. Conclusion: ANL 287 Teaching Methods for Alaska Native Languages in need of new emphasis on oral methods. The two literacy courses are adequate, and there isn't room for more such courses in the curriculum. Look at course content. Program review of 06 recommended improved student advising.</i>	<i>None.</i>	<i>Emphasis on oral language teaching methods would benefit students.</i>
Curricular changes resulting from conclusions drawn above	<i>ANLP worked with rural campuses to train local advisors to advise program students.</i>		<i>New instructor found for ANL 287 who is a PhD specialist in 2nd Language Teaching Methods. Grant secured to fund the class with a new format. Students brought to Fairbanks from Chukchi Campus region for live meetings followed by a semester of distance audio classes.</i>