

I. Current Outcomes Assessment Plan

Program will submit the following outcomes assessment information:

- An assessment plan for each program; programs are encouraged, but not required, to include employment placement and/or graduate school enrollment information as part of their assessment process.
- Assessment information collected and summarized during the previous three years
- A summary of programmatic revisions (improvements) resulting from the assessment information

**1. Brief identification of objectives and subsequent means of their evaluation.**

**Objective 1: Provide students from the Bethel region with a structured program for study of Yup'ik language and culture, including:**

a. Speaking, understanding

**Evaluation:** In addition to grades earned in each course focused on oral/aural abilities (ESK 221, 222, 223 or ESK 205, 206, 223), each student's oral proficiency will be evaluated by means of an oral exam. The oral exam will be given during the student's participation in ESK 488 as this class is required for all students and comes at the end of the program.

**Discussion:** ESK 488 will be offered for the first time in Spring 2011. Therefore, the oral exam will be implemented in May 2011 as part of an oral presentation of the student's senior project. Presentations will be made in a semi-public setting with participation by other Yup'ik faculty at UAF. Evaluation of student proficiency will be made by core program faculty from both the Fairbanks and KUC campuses (Oscar Alexie, Sophie Alexie, Walkie Charles).

b. Reading and writing

**Evaluation:** In addition to grades earned in each course focused on reading/writing abilities (ESK 208, 240, 250, 251) each student's literacy skills will be evaluated through the completion of an upper-division writing intensive literature course (ESK 330). To guarantee consistent evaluation of writing skills, final papers for this course will be evaluated by at least two program faculty.

**Discussion:** To date, 16 students have completed ESK 330 (4-A, 8-B, 2-C, 1-NB, 1-F). Of these students, 12 were majors. Of majors, those earning below a B have since left the program. All papers were evaluated by both the instructor of record as well as one other faculty member. Two sample papers from this course are found in Appendix 1 of this report.

c. Literature (both oral and written), history, and culture

**Evaluation:** All students will be required to complete a senior project (488). The project will allow the student to demonstrate his/her own understanding of Yup'ik language and ways of life

and build on that knowledge to explore a topic of interest to them. The final product will be evaluated by at least two program faculty. A copy of all projects will be kept on file, both at Kuskokwim Campus and in the Alaska Native Language Center Archive.

**Discussion:** ESK 488 will be offered for the first time in Spring 2011. Therefore, projects will be first completed and formally presented in May 2011. Evaluation of student projects will be made by core program faculty. In cases where faculty determine an external reader is desirable, an external reader will be arranged.

**Objective 2: Provide students with an opportunity to link Yup'ik language study to one of three areas of interest:**

- a. Linguistics and language teaching
- b. Interpreting and translating
- c. In-depth study of language and culture

Course work is designed to include elective options which include linguistics and language teaching (ANL 287, 288, ESK 130, LING 402, 410, 450), interpreting and translating for professional contexts (ESK 230, 231), as well as broader social and cultural studies (ANS 111, 242, and 320).

**Evaluation:** Program faculty will develop two student surveys. The first of these will be administered as part of ESK 208, a required course for all program students. These surveys will function as an entry survey of student interests and goals. If students consistently express a range of interests and goals not currently considered in the degree programs, the program may be adjusted to take this into account.

**Discussion:** No surveys were completed. However, twelve statements of academic and career goals were collected as part of a grant-funded application process for financial aid. All applicants expressed a desire to learn more about Yup'ik language and culture. Half of all applicants (6) state that their personal goal is to become a certified Yup'ik language teacher. Other important themes evident in the essays included a desire to explore and deepen a personal (2), family (3) or communal (3) sense of Yup'ik identity.

**Evaluation:** The second survey will be administered as part of ESK 488 a required course for all program students. This survey will function as an exit survey of student goals and career plans. A key element in this survey will be whether or not students feel the program has adequately met their goals and whether or not they feel prepared to use their language skills beyond college.

**Discussion:** ESK 488 will be first offered in Spring 2011. Faculty feel a written statement by students, detailing career and academic goals and discussing the degree to which they feel adequately prepared to achieve those goals, will be more useful than a formal survey. A formal written essay will be required as a class assignment in ESK 488.

**Objective 3: Provide students who complete a Certificate and/or AAS in Yup'ik (either Yup'ik Language Proficiency or Native Language Education ) with a structured opportunity to earn a baccalaureate degree in their area of interest.**

The program is specifically designed to include key coursework from both the Certificate/AAS in Yup'ik Language Proficiency (ESK 130, 208, 240 and either ESK 221, 222, 223 or ESK 205, 206, 223) and the Certificate/AAS in Native Language Education (ESK 130, 208, 250, 251 and ANL 287,288).

**Evaluation:** Faculty will develop two student surveys. The first of these will be administered as part of ESK 208, a required course for all program students. This survey will function as an entry survey and include questions regarding student background, including whether or not students have completed either a Certificate and/or AAS in Yup'ik prior to admission to the BA. Program. If it is found that students are not moving into the BA from the Certificate/AAS programs, faculty will be able to look at recruitment and advising in an attempt to increase student enrollment.

**Discussion:** No entry survey was administered or developed. However, a review of student transcripts revealed that, prior to entering the B.A. program, 3 students completed the Certificate in Yup'ik Language Proficiency and 1 completed the AAS in Yup'ik Language Proficiency, 3 completed the Certificate in Native Language Education and 1 completed in the AAS in Native Language Education. In advising sessions, students have been encouraged to view both the Certificate and AAS programs as stepping stones to the B.A. As a result, many of the students holding Certificates are simultaneously pursuing AA and BA degrees.

## **2. Relationship of program objectives to “Purposes of the University”**

This program promotes the enhancement of educational opportunities for a portion of Alaska's Native population (i.e., Yup'ik) as specified in the UAF mission statement. The program allows KUC and place-bound students to pursue advanced study of Yup'ik through UAF. Currently, 14 students are pursuing this degree. Of these all are non-traditional students who might not otherwise seek post-secondary education. As a collaborative program between ANLC-CLA and KUC-CRCD, it directly addresses the Interim Accreditation Report Recommendation 5, that UAF “systematically plan for the integration of its activities...with the role of [CRCD]...”.

## **3. Occupational/other competencies to be achieved**

- a. Competency in speaking/understanding (ESK 221, 222, 223 or ESK 205, 206, 223), reading and writing (ESK 130, 208, 240, 250, 251) Yup'ik.
- b. Appreciation for and exposure to Yup'ik oral and cultural traditions (ESK 375, 330, 488).
- c. Background in linguistics/language teaching (ESK 130, LING 402, 410, 450).
- d. Background in interpreting/translating for professional contexts (ESK 230, 231).

#### **4. Relationship of courses to the program objectives**

Courses directly serve program objectives by providing students with a structured program for language study that includes extensive work in oral/aural proficiency (ESK 221, 222, 223 or ESK 205m 206, 223), literacy (ESK 130, 208, 240, 250, 251), cultural traditions (ESK 375, 330, 488), linguistics (ESK 130, LING 402, 210, 450), and interpreting/translating in professional contexts (ESK 230, 231).

#### **5. Changes made based on Program Assessment.**

The program is still very new. It was approved in 2007 and expects to see its first graduates (2 students) in May 2010. However, in an effort to accommodate students wishing to pursue a career in teaching, faculty have been working closely with faculty in Elementary Education to prepare students to transition into the existing post-baccalaureate teacher certification program in Elementary Education. Students wishing to make this transition are advised to take additional Math and Science courses, and complete required state Praxis exams prior to submitting application material in February of their senior year.

*See also Similar Programs below.*

II. Program Narrative (no more than 2 pages):

#### **Market for program graduates**

With half of all students expressing an interest in teaching Yup'ik language and culture in K-12 contexts, K-12 teaching is the most obvious job market for the program to address. Toward this end, school districts in Southwestern Alaska were surveyed in 2007. It was determined at that time that of approximately sixty-six (66) Yup'ik teacher's aides, approximately forty-five percent (45%) lack sufficient Yup'ik language proficiency to implement meaningful language programs within their schools. Of approximately ninety-two (92) Alaska Native teachers, twenty-five percent (25%) lack such proficiency.

The existing Certificate/AAS programs in Yup'ik Language Proficiency and Native Language Education: Yup'ik Option were developed as a first step in addressing these shortages. The B.A. program was intended as a logical continuation of these efforts. It is directly linked to these existing programs; provides continued language development for program graduates; and provides a direct route to the baccalaureate degree.

Finally, in a further effort to support students who wish to become certified classroom teachers, the faculty are working with the UAF School of Education to prepare students who complete the B.A. program to enter a 5<sup>th</sup> year teacher certification program.

#### **Unique and significant service achievements**

Both core faculty, Oscar Alexie and Sophie Alexie, routinely provide service and training for local, regional and state departments and organizations. Examples of such service include cross cultural training workshops for Alaska State Troopers, Courts, Yukon-Kuskokwim Health Corporation, and other social service agencies. In the past three years, faculty have offered three such trainings.