

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

In the past three years, 10 students have completed the Certificate in Yup'ik Language Proficiency. Four more students are currently working toward completion of this program.

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

Objective 1: Students will demonstrate a high intermediate level of oral competency in Yup'ik, as defined by the American Council for the Teaching of Foreign Languages (ACTFL).

ACTFL guidelines have been determined for each course. Before advancing, students will be required to demonstrate minimum proficiency. A student demonstrating minimum proficiency will earn a grade of "C", with higher proficiencies receiving higher grades.

By the end of the program, students will demonstrate ability to successfully negotiate most uncomplicated conversations and social situations. They will initiate, sustain, and close general conversation in a number of ways appropriate to different situations and topics. The student will begin to put together longer sentences and paragraphs, particularly for simple narration and/or description. The student will be generally understood even by speakers not accustomed to dealing with language learners, but repetition may still be required

Evaluation: As part of regular testing, students will be assessed for oral proficiency as part of their final exam in each language course.

Discussion: Completion of any one course is based on the student's ability to function in Yup'ik at a level appropriate for the course. Students who are unable to meet course expectations by the end of the semester may be given an incomplete grade. Oral assessment is done largely through observation. Students are given a task appropriate to the course level, and observed by at least two faculty members. Immediately following examinations, faculty meet to discuss the student's performance and determine a grade. Unsuccessful students may either be asked to retest immediately, or given an incomplete grade and asked to prepare for retesting at a later date.

Examples of appropriate tasks:

Student engages in a simple, routine conversation with the faculty member.

Student engages in unstructured conversation with the faculty member about recent personal events.

Student engages in a short personal narrative concerning recent or more distant personal events.

Student engages in an interview with community member (non-faculty).

Objective 2: Students will demonstrate an advanced level of aural competency in Yup'ik, as defined by the American Council for the Teaching of Foreign Languages (ACTFL).

ACTFL guidelines have been determined for each course. Before advancing, students will be required to demonstrate minimum proficiency. A student demonstrating minimum proficiency will earn a grade of "C", with higher proficiencies receiving higher grades.

By the end of the program, students will demonstrate their ability to understand main ideas and most details in conversations, stories, and speeches on a large number of topics beyond the immediate situation. Understanding will be uneven due to a variety of linguistic (vocabulary, grammar) and extralinguistic (personal knowledge of the topic, illness/tiredness, etc.) factors. The student may have trouble following longer stories, especially when dealing with events occurring at different times and places.

Evaluation: As part of regular testing, students will be assessed for aural proficiency as part of their final exam in each language course.

Discussion: Completion of any one course is based on the student's ability to function in Yup'ik at a level appropriate for the course. Students who are unable to meet course expectations by the end of the semester may be given an incomplete grade. Aural assessment is done largely through observation. Students are given a task appropriate to the course level, and observed by at least two faculty members. Immediately following examinations, faculty meet to discuss the student's performance and determine a grade. Unsuccessful students may either be asked to retest immediately, or given an incomplete grade and asked to prepare for retesting at a later date.

Examples of appropriate tasks:

Student follows basic commands and instructions from a faculty member.

Student locates an unfamiliar item in another room and completes a simple activity described by a faculty member.

Student completes a complex physical task (e.g., making a sewing kit) following instructions by a community member (non-faculty).

Objective 3: Students will demonstrate a basic command of Yup'ik grammar and orthography, as appropriate to an entry-level language student.

Students will be required to take introductory courses in Yup'ik Grammar (ESK 130) and literacy (ESK 208 and 240). ACTFL reading and writing guidelines have been determined for these courses.

Evaluation: As part of regular testing, students will be assessed for reading and writing proficiency as well as their understanding of grammatical structure.

Discussion: Student grammatical knowledge is assessed through written examinations. Exams are based on Jacobson's *A practical grammar of the Central Yup'ik Eskimo Language*. Student literacy skills are assessed based on completion of (ESK 208) a short descriptive essay (3 pages), and (ESK 240) a short summary (2 pages), and two short research papers (5-6 pages each).

Objective 4: Students will demonstrate sufficient control of the writing system to interpret written language in areas of practical need.

Students will be required to take courses focused on reading in Yup'ik for practical purposes, *independent* learning (ESK 240) as well as program courses. ACTFL reading and writing guidelines have been determined for this course.

By the end of this course, students will demonstrate an ability to read for instructional and directional purposes, standardized messages, phrases, or expressions. The student will be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

Evaluation: As part of regular testing, students will be assessed for reading fluency and understanding.

Discussion: Student reading skills are primarily assessed in ESK 240. Student reading fluency is assessed through regular observation as students read aloud in class. Student understanding of what they have read is assessed through regular class discussions of readings, as well as written summaries, short research papers (5-6 pages each) and class oral presentations.

5. Proposed changes made based on Program Assessment.

In an effort to accommodate students wishing to continue their education, faculty developed the B.A. in Yup'ik Language and Culture. This degree program was specifically designed to work with the Certificate/AAS in Yup'ik Language Proficiency. As such, much of the course work required for the Certificate/AAS may be applied directly to the B.A.

In order to make course reading and writing more appealing to students, faculty have refocused course readings and assignments to more directly draw on elder stories and traditional teachings. For example, readings for ESK 240 now include YUPIIT QANRUYUTAIT (Yup'ik Words of Wisdom) and QIPNERMIUT TEGGANRITA EGMIRTELLRIT (The Legacy of the Kipnuk Elders). Research topics for ESK 240 have also been refocused and now emphasize surviving famine and activities and teachings that were common in the QASGIQ.

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

Market for program graduates

In 2007 school districts in Southwestern Alaska were surveyed. At that time, it was determined that of approximately sixty-six (66) Yup'ik teacher's aides, approximately forty-five percent (45%) lack