Mission Statement: The Alaska Native Language Program endeavors to teach Alaska Native Languages, train quality instructors of Native language and culture, and work with organizations around the state to support excellence in Native language programs at all levels. ANLP supports the maintenance and transmission of Alaska Native languages through language teaching, teacher education, and research.

I. Student outcome goals and objectives of the program
Outcome goals and objectives are taken from the Outcomes Assessment plan currently on file.

1. Prepare students to communicate in both written and oral Eskimo (Inupiaq or Yup’ik).
2. Familiarize students with the literature in the language of study.
3. Teach students to understand and utilize Eskimo grammar.

II. Assessment Criteria and Procedures
Assessment criteria and procedures are taken from the revised program Outcomes Assessment plan.

1. Completion of major courses, including a capstone course (ESK 415 for Yup’ik, ESK 417 for Inupiaq), which incorporates what they have learned in previous courses.
2. Completion of upper division course work (essays, tests, and for Yup’ik students, dialogue journals) and final static assessment. For a year there was an open-attendance by other faculty and students for students’ final projects. After a year of this pilot effort, the students preferred following the chapter-by-chapter approach of the Central Alaskan Yup’ik Grammar. They felt that this direction of using the grammar book provided these students – whose ability to read, write, and speak Yup’ik is the fundamental pursuit – chose to use the grammar text as a basis of 1) acquiring a stronger sense of the language, and 2) creating opportunities to exercise their ability to speak comfortably.
3. Survey of majors assesses student expectations of the program, in terms of their personal goals and areas in which they expect to gain knowledge and expertise. These surveys are provided to students at three levels during their academic career: 1) when choosing Yup’ik as a major, 2) upon graduating with a degree in Yup’ik, and 3) three years after completing their bachelor’s degree program.

III. Information collected
1. Faculty committee annual review of student work and discussion of classes. The instructor has files of student assessments accompanied by rubrics. The instructor also has copies of student dialogue journals which describe what students are learning, as well as challenges that occur during the course of the semester.
2. Informal faculty discussions are held twice a year to share additional activities faculty are incorporating into their teaching. The Yup’ik lecturer that assists Dr. Charles has created
a comprehensive portfolio of additional exercises, worksheets, games, and manipulatives that go hand-in-hand with the chapters from the grammar book. These are also shared with the other language faculty in ANLP.

3. Student surveys to be filled out by majors. The surveys are then collected in our program data base for future use or reference.

IV. Analysis of Academic year 2014-2015
Faculty review of student work

Three program faculty met several times over the course of the year to review and discuss student work. These are opportune times to evaluate what changes we may need to make to enhance the students’ ability to gain stronger understanding and fluency in the Inupiaq and Yup’ik languages.

The highlight of this past year is, after considerable effort and cooperation from all the Yup’ik faculty, we have successfully moved to phase out the B.A. degree in Eskimo – Yup’ik. This allows for the consolidation of courses from the former Eskimo B.A. into the Yup’ik Language and Culture B.A., currently taught through the Kuskokwim Campus. This change will allow the program to focus on the language proficiency efforts of all the students who are pursuing this degree. The added benefit of the consolidation would be that most courses will be accessible via distance-delivery. The faculty is now in the beginning stages of revising courses in order to teach them beginning Fall semester, 2016. Consolidating the two degrees will also allow for faculty in the two campuses (Fairbanks and KuC) to work more closely together and keep a stronger connection to the students pursuing Yup’ik as a degree. At the moment, the three faculty from KuC and UAF are deciding which courses to redesign and make available for delivery beginning in Fall, 2016.

Yup’ik:
Students fill out chapter test rubrics at the end of each chapter study, and the committee looked at the end-of-chapter rubrics, reading about students’ evaluation of their own work and progress in the class. The instructor reported on group reciprocal teaching activities conducted in class. The interactive approach in teaching and learning is very beneficial for students to have the opportunity to use the language and, as the instructor would say, “learn from their mistakes.” Learning from mistakes is a highlight in the Yup’ik class because that becomes a teaching/learning opportunity. At this juncture, the instructor reveals the mistake and creates a mini-lesson with examples to follow until all the students understand the concept in question. Student surveys: three were turned in for Yup’ik, and there is one graduate this year with a B.A. in Yup’ik Eskimo.

Results by Goal:
“Ability to speak Yupik or Inupiaq at a high proficiency level” — Based on student oral presentations, faculty conclude that the top students in the program are reaching the desired level of proficiency, some in only 2-3 years. Students achieving high proficiency include some who start the program knowing no Yup’ik as well as students who start out as passive speakers (those who understand the language but do not speak Yup’ik). Student journals reveal student progress and their needs in oral language learning. Knowledge of spoken Yup’ik will be improved in the
proposed major revision, which plans to include upper division courses taught completely in Yup’ik. This will begin in fall of 2016. At this point the Yup’ik faculty from KuC and UAF are revising and reconstructing the delivery process for the “new” bachelor’s degree.

“Knowledge of written language” – Student work demonstrates a good knowledge of the written language. Weekly written assignments in Yup’ik are reviewed and corrected, and this process improves students’ abilities to write the language.

“Familiarity with Eskimo literature” — This area needs to be strengthened and will be addressed through the courses in the revised Yup’ik degree.

“Understanding of Eskimo grammar” — Student exams show good understanding of Yup’ik grammar on the part of most students. Students work with the Practical Grammar of Yup’ik and learn grammar through writing and correction, using the grammar text as a reference. Oral presentations and written work demonstrate varied grammatical constructions.

Inupiaq:

1. One student survey was reviewed from a graduating major last year, who is teaching high school Inupiaq in her home community. Inupiaq has few majors, since most students take the classes to satisfy the Core humanities requirement and do not complete the Inupiaq major. One student plans to teach high school English and would also like to be qualified to teach Inupiaq, as well as learn to speak the language to pass it on to her children. She has gained some language and cultural knowledge. She is now in the second year of an English master’s program at UAF.
2. The Inupiaq instructor discussed student requests and needs, based in part on student surveys: Students desire more conversation practice, more spoken Inupiaq, a point also reflected in student survey responses over several years. Instructor has implemented more of this in his teaching this past year and taught ESK 115-116 Inupiaq Conversation.
3. Students made final presentations in ESK 112, in Spring 2014 and 2015, discussing their work on translation and transcription of Inupiaq videotapes from North Slope Elders Conferences as well as Elder Frieda Goodwin’s oral stories that were recorded in the late 1970s from the Kiana region in NW Alaska.

Results by Goal:

“Ability to speak Yupik or Inupiaq at a high proficiency level” – There is significant progress with students beginning to express themselves in the Inupiaq language. The revised ESK 211 Inupiaq course became the basis by which the instructor established a direction for more spoken Inupiaq. One graduate now has a position with the Alaska Native Heritage Center in Anchorage as their Inupiaq language and cultural docent.

“Knowledge of written language” – Written student assignments from ESK 211 and 212 demonstrate comprehensible knowledge of written Inupiaq, with spelling corrections made by instructor as well as student involvement through partner work.
“Familiarity with Eskimo literature” — Most Inupiaq literature was originally oral and has been transcribed, translated, and published. Students were introduced gradually to written and recorded literature which was collected in the 1960s and ‘70s. This has become the basis for expanding the exposure to Inuit/Inupiaq literature across Arctic America, which includes stories and literature from Greenland, Canada, and Alaska.

“Understanding of Eskimo grammar” — Students have worked their way through the First and Second Year Inupiaq grammar texts by the time they graduate, which gives them a good command and comprehension of Inupiaq grammar. As the students become familiar with grammar, they begin to write and discuss a variety of current events, local history and such. Since this generation of Inupiaq students is in many cases just beginning to learn about their language, they learn not just grammar, but the stories behind the language that tie in the culture of the Inuit people.

Summary and Plans to further address desired outcomes:

Yup’ik – Students have a good knowledge of grammar and written Yup’ik. Oral language is increasingly strengthened and the upper-level courses are increasing familiarity with Yup’ik literature. During the past several academic years, discussions of a major revision in the Yup’ik Eskimo B.A. program have been underway and will result in a merger of the Fairbanks degree program with the Yup’ik Language and Culture B.A. taught at UAF’s Kuskokwim Campus. The goal is to design a program that looks more like other language degrees, including oral language, grammar, culture, and literature. The program revision was submitted last academic year, and will address the goals stated in the SLOA plan. It is hoped the new degree will increase the number of Yup’ik majors by offering a program that attracts more students because it corresponds to student expectations. The faculty is preparing for this change so that the “new” courses can be delivered in the Fall of 2016.

Inupiaq – There are few majors in Inupiaq and most students take just one year of the language to satisfy the Core humanities requirement. This situation is similar for other languages at UAF. The few students who take the senior capstone course have made good progress in grammar and written Inupiaq. More oral language experience is desirable and this goal continues from previous years. It has been addressed by offering conversation courses (ESK 115-116), and these will be offered again next year. In addition, senior final presentations will be planned that can be attended and evaluated by program faculty. There are no plans at this time to revise the major, although that possibility may be considered once the new Yup’ik Language and Culture B.A. is in place. The instructor is improving his language teaching skills, and this process is ongoing, especially for oral language. The instructor is improving his ability to incorporate proficiency in speaking, listening, and comprehension of the Inupiaq language.