

Native Language Education - Certificate - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

The initial response was "strong". I redid the forms to identify that we moved colleges since the process began.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

When declaring a native language education major or certificate, students are required to fill out a questionnaire with a statement explaining their language fluency, knowledge of teaching, job experience, and employment goals.

More often than not the students in this program are non-traditional and live in their home communities.

Initially submitted by [REDACTED]. Followed up by [REDACTED].

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

Curricular changes were not made since the program has been working to fit the needs of the students.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

Student Success Data Dashboard

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

No change in majors

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

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Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

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High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Collaborative Assignments and Projects
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Other or None of these (explain)

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Submission

Submitter & Collaborator Names

Walkie Charles

Submitter Email

swcharles@alaska.edu

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

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Student Learning Outcomes Assessment Feedback (tags)

Missing active verbs,Missing a direct measure

Student Learning Outcomes Assessment Feedback (narrative)

The program does not provide an updated SLOA/Comm Plan. The document attached to the report is for the Certificate and AAS in Yup'ik Language Proficiency rather than for the Certificate in Alaska Native Language Education. As a result, the committee reviewed the "Current Learning Outcomes" and current "Assessment Plan".

Rather than describing what the faculty will be teaching, or what the students will receive, a direct learning outcome should describe what knowledge or abilities the student will gain as a result of being in the program, and how that will be measured.

The program might consider revising the outcomes to include more "action" words. It is difficult to assess things like "understand" or "recognize." "Identify", "explain", or "analyze" are clearer outcomes to assess. <https://tips.uark.edu/blooms-taxonomy-verb-chart/>

Student learning outcome 1 "establish student proficiency levels and goals" seems to focus on what the faculty will be able to do, rather than what students will learn. While there are things that the program should consider, such as admission requirements or faculty needs, these are program planning decisions, rather than the results of your assessment of student learning.

While the program has clearly considered how the courses contribute to student outcomes, grades in a course are generally not sufficient as direct evidence of student learning. Course grades usually reflect other factors, such as participation or completion of assignments.

Outcomes assessment is intended to be a collaborative learning experience for the program or department. This is an opportunity to share results and discuss how to enhance the students' experiences and make curricular decisions based on the results of assessments.

SLOA plans are identical for the Certificate and AAS in Native Language Education. It is essential that different programs have different outcomes- if students are intended to learn the same things, how are the programs differentiated?

The program is also encouraged to integrate communication goals in their updated SLOA/Comm plan.

Profile Feedback

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Financial Feedback

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Student Success & Equity Feedback

It would be helpful to see some discussion of the tags that you have chosen.

While the program selected “no change in majors”, the committee noted that the number of majors has increased from 0 students prior to 2020, to 4 students in 2022. As the students who entered the program in recent years progress in their programs, the committee encourages the program to consider possible equity gaps which may create barriers to degree completion.

The department as a whole has seen a sharp decline in SCH production and is encouraged to discuss this in future reports.

High-Impact Practices Feedback

It would be helpful to see some discussion of the tags that you have chosen.

The program has identified “collaborative assignment” as a high impact practice used.

It seems reasonable that the program employed additional HIPs. If not, please consider incorporating some, as they have been shown to increase student engagement and success.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Certificate and AAS in Native Language Education
 Alaska Native Language Program/College of Rural and Community Development
 November 14, 2022

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: 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. GOAL STATEMENT:	Establish student proficiency level and goals.	When declaring a native language education major or certificate, students are required to fill out a questionnaire with a statement explaining their language fluency, knowledge of teaching, job experience, and employment goals.	Program advisors on student admission
	Develop writing skills in the Native language and in English.	Classroom evaluation	Depending on concentration, ANL 108 and 208, INU 118, INU 218, YUP 109, YUP 208
	Learn appropriate and state-of-the-art teaching methodologies.	Classroom evaluation	ANL 256, ANL 287, ANL 288
	Learn to develop quality classroom teaching materials for every level of learners. Learn to create quality assessment tools specific to the language and learning level.	Classroom evaluation	ANL 287, 288, ED F299, ANL 199
	Learn classroom management and human relation skills.	Practical experience in 12 credits of practicum in language teaching and learning	ANL 287, 288, ED F299, AND 199
	Acquire computational skills sufficient for calculating student grades	Practical experience in 12 credits of practicum in language teaching and learning	ANL 287, 288, ED F299, ANL 199

Submitted by: Walkie Charles

	Evaluate progress and new goals for professional life	Graduation questionnaire	Advisor and program head
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