

Local Knowledge Educator – Certificate

Current Compliance Year: 2024-2025

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.

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Response to Previous Recommendations (if any):

GYO efforts (4 pillars)
Scholarship (UA Internship scholarship, paying for early sequence courses with grant funding)
Cohort (AITC, Fairbanks Fly-In, Brain breaks, Newsletter) - communication
Partnering with districts

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:

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

- Advising students to take Praxis Core–math–right after passing second Math course (122) in order to increase the passing rate while the content is recent and also giving students information on what to focus on if they need to retake the test.
- Updated plan to reflect slight changes in course requirements.
- Grow Your Own efforts (4 pillars)
- Scholarship (UA Internship scholarship, paying for early sequence courses with grant funding)
- Cohort building (AITC, Fairbanks Fly-In, Brain breaks, Newsletter)
- Partnering with school districts throughout the state

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:

(250 word limit)

Supporting Documents

Please ensure that all relevant supporting documents, such as artifacts, rubrics, and student data, are uploaded to your designated Google folder in WorkZone or directly into Google Drive. *Note: Do not include any information that may identify students in your data.*

[Local Knowledge Educator Cert. Plan 2019](#)

[Local Knowledge Educator Cert. Plan 2024](#) (updated plan)

[Alaskans2TeachAlaskans](#)

Updated SLOA?

If you are updating your SLOA document, please include it with your report and other supporting documents in your designated folder. It does not need to be filed separately in the "SLOA" folder.

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. Please mark the appropriate box below.

N/A for a certificate.

Embedded:	
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

You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Student Success Data Trends:

Trend	Increase	Decrease	No Change
Persistence	X		
Pass Rates	X		
Student Credit Hours	X		
Majors	X		
Degrees Awarded	X		
Other Trends (Explain in narrative below)			

Equity Gaps

Please discuss any equity gaps identified in your disaggregated student success data and explain how you plan to address them. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

The data charts don't show at a program level, just a department level. We know that this is a certificate that has been used by many of our [REDACTED] students in rural communities as a stepping stone to completing their BAE degree. This is the intension of this certificate.

Optional Data Explanation

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

We see an increase of SCHs from 6.17 in 2022 to more than double at 14.78 in 2024. The data also shows an increase from one degree awarded in 2023 to 12 awarded in 2024. This initial dramatic increase in numbers can be explained because several students who completed the certificate already had taken many of the classes prior to the program starting in 2022. We anticipate that this increase will not be quite as dramatic in the future.

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

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High-Impact Practices Used in this Program

Please select all high-impact practices your program is currently using from the list below. For any practices you select, provide details in the corresponding narrative section. In the narrative, discuss how your program is implementing these practices, including any successes, known issues, and solutions. If you are considering incorporating any of these practices in the future, share your plans. If your program is not using any of the listed high-impact practices, please use the 'Other or None of These' field to explain how your program supports student success.

Capstone Courses & Projects		Research (Graduate Level)	
Collaborative Assignments & Projects		Writing-Intensive Courses	
Diversity/Global Learning		Publications	
ePortfolios		Communications	
First-Year Seminars & Experiences	X	Publications	
Internships		Scholarly Activities	
Service or Community-based Learning	X	Other (Please describe in box below)	X
Undergraduate Research		Place and culturally based courses and count toward a teaching license	X

Collaborative Assignments & Projects

(250 Word Limit)

Undergraduate Research

(250 Word Limit)

Diversity/Global Learning

(250 Word Limit)

ePortfolios

(250 Word Limit)

First Year-Seminars & Experiences

As a result of collaboration with stakeholders (rural school districts, Rural Alaska Honors Institute), ED 111 is designed as a 3 credit introductory course that addresses several core competencies tied to place-based teaching. As a component of this course in support of serving students at the beginning of their college journey, one brief module of this course orients them to a better understanding of navigating their way to a BA in Elementary Education.

Writing-Intensive Courses

(250 Word Limit)

Service-Learning and/or Community-based Learning

In ED 11, students interview someone in their community to learn more about community history. Language and core practices are integrated into courses to build on knowledge of place and community history. Two of the required education courses, ED 201 and ED 206, each have a classroom fieldwork requirement in which students spend 15-20 hours, spread throughout 10 weeks in an elementary classroom. This set of early sequence courses includes students going out into their community to learn.

Internships

(250 Word Limit)

Capstone Courses & Projects

Courses are tied to place-based content and/or courses are adapted to place/language to make relevant and increase connections for students.

Other or None of these (explain)

All of the courses for the Local Knowledge Educator's Certificate are intentionally tied to place and culture and lead toward initial teacher licensure. Course content is meaningfully integrated into students' prior knowledge and experiences, making it relevant to their individual contexts.

Submission

Submitter & Collaborator Names

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Submitter Email

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UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Local Knowledge Educator Certificate
 UAF School of Education
 November 2024

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The purpose of this certificate program is to incentivize early program coursework completion that will count towards a Bachelors degree in an initial teaching licensure area at UAF (elementary or secondary) GOAL STATEMENT: Students completing this 30 credit introductory certificate program will acquire a credential that provides a strong foundation for non-certificated employment in K12 schools and an introduction to teaching through local knowledge, language and culture	Students acquire introductory communication and math skills to support working in a K12 environment	Student completes required math, writing and COJO courses with a C or above	Upon entering program, students are enrolled in courses that lead to certificate completion. Successful completion vs. repeated attempts at required courses are tracked.
	Students are exposed to introductory core teaching practices	Student completes ED 245, LING 100 and ED 111 with a grade of C or above	Students are enrolled in appropriate courses that lead to certificate completion. Successful completion vs. repeated attempts at required courses are tracked.
	Students acquire Alaska specific Indigenous content knowledge	Student completes 9 credits of coursework in Alaska Native language and culture (ANS 161X, 202X or 223X, ANS 242 or HIST 115, 3-5 credits of Alaska Native Language) with a C or above	Students are enrolled in appropriate courses that lead to certificate completion. Successful completion vs. repeated attempts at required courses are tracked.
	Students encounter initial exposure to teaching through local knowledge, language and culture	Student completes ANL 287 and TG 101 or 193 and ED 293 or 206 with a grade of C or above	Students are enrolled in appropriate courses that lead to certificate completion. Successful completion vs. repeated attempts at required courses are tracked.
	Students are motivated to continue on to 4 year Bachelor's degree with initial teaching licensure	Students complete the certificate and continue on in their studies towards a bachelors of arts that leads to teacher certification (1 year after certificate completion, are they still pursuing a BA at UAF?)	Students are enrolled in appropriate courses that lead to certificate completion. Successful completion vs. repeated attempts at required courses are tracked.

Mid-Cycle Review Committee

The Mid-Cycle Review committee plays a crucial role in supporting each program as they prepare for their Full Review. Our goal is to help programs feel recognized and supported throughout this process. To guide your feedback, we've included strength-based feedback tags; please select all that apply to this program.

Overall Recommendations (tags)

Address Equity Gap	x	Consider Curricular Revisions	
Develop Online Offerings/Options		Improve Time to Degree	
Increase Enrollment		Increase Graduates	
Increase retention/persistence		Strengthen Advising Practices	
May be asked to share Effective Practices		Recommendation to University-Wide Committee	

Explanation of Overall Recommendations (narrative)

See Student Success and Equity Feedback below for additional details.

Student Learning Outcomes Feedback (tags)

Strong		Developing	
Requires Minor Revision		Requires Major Revision	x

Student Learning Outcomes Assessment Feedback (tags)

Strong Alignment with SLOA Plan	x	Clear, Concise Presentation of Findings	
Compelling Learning Story		Missing a Direct Measure	
Missing Active Verbs		Missing Curricular Connection	
Missing Collaboration within Department			

Student Learning Outcomes Assessment Feedback (narrative)

For the response to recommendations, would like to see significantly more depth to this section other than four bullet points. Needs development (needs a narrative). With the exception of the School Counselor Certification – Post-MA Certification (GLP), Local Knowledge Educator – Certificate, Elementary Education – ME, and Counseling – ME, the other programs largely had the same SLOs (6 for UG programs, 7 for graduate and PB programs). Note that the School Counselor Certification – Post-MA Certification (GLP) and Counseling – ME programs have the same SLOs as well. Need to have some distinction in SLOs among programs (cannot be identical). This report shows strong alignment between the SLOA plan, the results, and the analysis done by the program. Provided 5 SLOs, each of which have a clear and well-defined set of criteria and procedures for assessment, implementation plan (that includes when the SLO must be completed and assessed [including how will be assessed] in the program), and the data reporting process. SLO #s1-4 are ok, although they could be more clearly articulated/defined, i.e., a more well-defined statement (e.g., what specific skills or practices?). SLO #5 is not a SLO and should be eliminated; note that this is an
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important program outcome and plays an important role for program tracking but does not meet the criteria for SLOs.

The section on SLOA findings is also a series of bullet points (6 in total) and needs narrative development. In its current form it is difficult to understand the findings. No development of the curricular change section – does this mean there were no curricular changes or that this section was just not addressed?

What assistance can the Accreditation Office provide to assist with SLOA revisions?

Student Success & Equity Feedback (narrative)

While including actual percentages is not necessary, it is crucial to monitor these figures to set clear and attainable goals for the future of your program. If the data points do not fully capture the program's nuances, consider what additional metrics might be necessary for a comprehensive understanding. What assistance can the Accreditation Office provide to better address this need?

Intention not spelled correctly.

High-Impact Practices Feedback (narrative)

This program is very innovative with creating access to populations that have limited to no access, and who are often first-generation students. This work should really be expanded upon through this process and as it relates to high-impact practices. What could be elaborated on is the collaboration efforts (most of the students, it sounds like, are working within their own communities or having to build partnerships to support their work locally).

Additionally, some of the courses are communications/writing/presentation type courses, so perhaps those sections can be elaborated on more. The capstone courses and project section should be elaborated on further.

They put an “other” category, but I don’t see where they expanded upon more of the culturally and locally place based education efforts. I think this is a huge strength, but we need a narrative section to accompany it. Great work, ready for more details.

A suggestion would be to provide specific examples for each HIP to give depth to the descriptions provided. This would demonstrate the types of experiential activities in which students are engaged in during their program of study.