

Program Assessment Plan

Indigenous Language Teaching Certificate

Updated 10/30/24

Overview:

The certificate in Indigenous Language Teaching prepares students to work in the growing language revitalization field, including within tribal organizations, tribal corporations, school districts, and non-profit organizations. This certificate is meant to lead to a type M certification within the state of Alaska. It also supplements students' learning goals within the Indigenous Language Learning Certificate, and would support eventual or tandem enrollment in the Bachelors of Liberal Arts in Alaska Native Languages & Studies and/or a Masters in Teaching degree. 11 credits fulfill the GER requirement for the certificate, with the rest of the courses focused on teaching language communication, understanding & human relations, for a total of 38 credits.

Program Student Learning Outcomes:

Upon successful completion of the Certificate in Indigenous Language Teaching, a graduate will:

1. Demonstrate increased Indigenous language fluency.
2. Enter the workforce as language teachers, researchers, documentors, curriculum developers and program leaders in partner organizations.

Assessment of Program Student Learning Outcomes:

1. We will assess participants and produce reports of fluency levels and the rates and speeds that students are increasing linguistic proficiency, by utilizing adapted scales of fluency, self assessments, and instructor assessments (PLO 1).
2. Program graduates employment placements will be tracked and updated yearly, utilizing exit interviews, surveys, and/or self-reports. (PLO 2).

Proposed Timeline

Year	PLO Assessed	Assessment	How
Year	PLO 2 (annual)	Track graduate employment	● Update spreadsheet

2024-2025			<ul style="list-style-type: none"> ● Create check-in survey ● Implement survey ● Review data annually as CACANE/ Assessment committee
	PLO 1 (bi-annual)	Assess increased language fluency	<ul style="list-style-type: none"> ● Create fluency self-assessment survey ● Implement survey ● Co-create w/language faculty accepted assignments that demonstrate increased fluency & accepted scales ● Gather assignments ● Review data as CACANE/ Assessment committee
Year 2025-2026	PLO 1 (annual)	Track graduate employment	<ul style="list-style-type: none"> ● Update spreadsheet ● Send out check-in survey ● Review data annually as CACANE/ Assessment committee
Year 2026-2027 (Five Year Review)	PLO 1 (annual)	Track graduate employment	<ul style="list-style-type: none"> ● Update spreadsheet ● Send out check-in survey ● Review data annually as CACANE/ Assessment committee
	PLO 4 (bi-annual)	Assess increased language fluency	<ul style="list-style-type: none"> ● Send out fluency survey ● Gather assignments ● Review data as CACANE/ Assessment committee
	All	Create report	<ul style="list-style-type: none"> ● Review previous years reports for 5 year review & revisit assessment plans

Development of Future Plans:

Discussions on the rubric for fluency assessment are ongoing, and compilation of language course assignments & instructor reports are being developed. Challenges continue with many language faculty members having limited workload hours to dedicate to assessment & committee participation, but the work is ongoing. We will continue to revisit the PLO's as the program matures.