Program Assessment Plan
Bachelor's in Indigenous Studies
Updated 10/30/24

Overview:

The Indigenous Studies Bachelor of Arts is geared towards meeting critical needs in Alaska in the fields of Alaska Native Languages, Alaska Native Arts, and Alaska Native Governance. A student of languages is preparing themselves for work as a language teacher, program administrator, or archivist; a student of arts is preparing themselves for work as a professional artist, scholar of the arts, or a curator; and a student of governance is preparing themselves for work as a board member, employee, or administrator of Alaska Native and affiliate organizations.

Program Student Learning Outcomes:

Upon successful completion of the Bachelor's in Indigenous Studies, a graduate will:

1. Identify regional differences and similarities within the Northwest coastal peoples and be familiar with Northwest Coast visual, performing, and literary arts.
2. Articulate the cultural, social, linguistic, and economic impacts of Federal Indian Law in regards to Native American populations, with specific focuses on the unique situations of Alaska Native Tribes, ANCSA Corporations, Heritage Nonprofits, and Consortia.
3. Enter the workforce in Alaska Native Tribal Government, ANCSA Corporations and subsidiaries, Alaska Native Consoria, Alaska Native Heritage Non-profit organizations, and school districts.
4. Demonstrate basic comprehension and speaking skills in an Alaska Native language.

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 4).
2. Program graduates employment placements will be tracked and updated yearly, utilizing exit interviews, surveys, and/or self-reports. (PLO 3)
3. Student portfolios, symposium presentations, mock teacher application files, and self assessments will be evaluated by an appointed Indigenous studies committee. (PLO 1, 2 & 4)

4. Annual discussion and comprehensive five-year program review of assessment materials by the Chancellor's Advisory Committee on Alaska Native Education. (PLO 1, 2, 3, & 4)

Proposed Timeline

Year	PLO Assessed	Assessment	How
Year 2024-2025	PLO 3 (annual)	Track BAIS graduate employment	- Update spreadsheet - Create check-in survey - Create exit-interviews - Implement exit interviews & survey - Review data annually as CACANE/ Assessment committee
	PLO 4 (bi-annual)	Assess increased language fluency	- 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 3 (annual)	Track BAIS graduate employment	- Update spreadsheet - Send out check-in survey - Conduct exit-interviews - Review data annually as CACANE/ Assessment committee
	PLO 1 (tri-annual)	Assess students increased NWCA knowledge	Co-create w/NWCA faculty accepted assignments that demonstrate NWCA knowledge

			- Gather assignments - Review data as CACANE/ Assessment committee
Year 2026-2027	PLO 3 (annual)	Track BAIS graduate employment	- Update spreadsheet - Send out check-in survey - Conduct exit-interviews - Review data annually as CACANE/ Assessment committee
	PLO 4 (bi-annual)	Assess increased language fluency	- Send out fluency survey - Gather assignments - Review data as CACANE/ Assessment committee
	PLO 2 (tri-annual)	Assess increased Federal Indian Law knowledge	- Co-create w/Indigenous Governance faculty accepted assignments that demonstrate increased Federal Indian Law knowledge - Gather assignments - Review data as CACANE/ Assessment committee
Year 2027-2028 (Five Year Review)	PLO 3 (annual)	Track BAIS graduate employment	- Update spreadsheet - Send out check-in survey - Conduct exit-interviews - Review data annually as CACANE/ Assessment committee
	All	Create report	Review previous years reports for 5 year review & revisit assessment plans

Development of Future Plans:

With the launch of the ANS 499 Capstone class in Spring 2025, we'll be working as a program to come up with specific rubric criteria for an end-of-program portfolio project, as well as exit interview/ self assessment reporting. That will inform our annual program assessment report and our five year review. We will also continue to review the PLO, including updating PLO 3 to make it clear that students are not *required* to enter the workforce in those organizations, but will be *qualified* to do so, should they choose.