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# Ahtna Language Instruction UC

# Academic Assessment Plan

**Adopted by**

**The AKNS faculty: 1/13/2022**

Reviewed with curriculum by the Academic Assessment Committee: 3/18/22

Reviewed by the Faculty Senate as an information item: 4/1/22

## Mission Statement

The mission of the Ahtna Language Instructor Certificate is to recognize acquisition of Ahtna language skills and knowledge through certification for Ahtna language professionals and paraprofessionals.

## Program Student Learning Outcomes

Upon completion of this Language Instructor Certificate, students will be prepared to

* Demonstrate low intermediate speaking proficiency, with conversational speaking skills as described in the Ahtna Athabascan Proficiency Standards.
* Read and comprehend intermediate Ahtna, including words and sentences pertaining to everyday topics, at a level comparable to their speaking proficiency on Ahtna Athabascan Proficiency Standards.
* Locate and assess Ahtna Dene language resources and reference materials for diverse situations and proficiency levels.
* Demonstrate knowledge of Ahtna history, culture, arts, and issues in the Ahtna region.
* Demonstrate cross-cultural communication, cultural values, and ethics of working with Elders.
* Write beginner lessons in Ahtna language
* Deliver beginner lessons in Ahtna language in classroom settings.

## Measures

Students can complete the Ahtna Language Instructor Certificate in four to six semesters, depending on their status as full or part time student.  Each student will have a final project. The rubric is below.

| Student Learning Outcome | Course Artifact and Timeline | Evaluation |
| --- | --- | --- |
| Demonstrate low intermediate speaking proficiency, with conversational speaking skills as described in the ACTFL Guidelines standards. | AKNS A101H-taken first semesterAKNS A102H-taken second semesterAKNS A292B- taken second semester | -Oral exams using Ahtna Athabascan Proficiency Standards. |
| Read and comprehend intermediate Ahtna, including words and sentences pertaining to everyday topics, at a level comparable to their speaking proficiency on ACTFL standards. | AKNS A101H-taken first semesterAKNS A102H-taken second semesterAKNS A114H- taken second semester | -Written exams-Oral exams-Presentations |
| Locate and assess Ahtna Dene language resources and reference materials for diverse situations and proficiency levels. | AKNS A101H-taken first semesterAKNS A102H-taken second semesterAKNS A301-taken third semester | TestsCreate a language toolbox |
| Demonstrate knowledge of Ahtna history, culture, arts, and issues in the Ahtna region.  | AKNS A240H-taken first semester | Papers, presentations |
| Demonstrate cross-cultural communication, cultural values, and ethics of working with Elders. | AKNS A240H-taken first semesterCOMM A111-taken first semesterAKNS A301-taken third semesterAKNS A395--taken third semesterAKNS A496-taken fourth semester | Papers, presentations, faculty observations of studentsPracticum evaluationsInternship evaluations |
| Write beginner lessons in Ahtna language | AKNS A301-taken second semesterAKNS A421-taken third semesterAKNS A395-taken third semester | PresentationWritten Lesson plansPracticum evaluation |
| Deliver beginner lessons in Ahtna language in classroom settings. | AKINS A496-taken fourth semester | Internship evaluation |

**Rubric for Final Project**

| Category | Exemplary | Proficient | Marginal | Unacceptable |
| --- | --- | --- | --- | --- |
| Structure & delivery (25%) | Final Project & presentation is written in Ahtna with English translation, has clear outline, introduction, development and conclusion. Topic is well researched with citations. Organization is logical and cohesive.  | Project Presentation has a clear outline, is written in Ahtna with English translation, adequate introduction, is in the Ahtna language, development & conclusion. Topic has research with citations. | Project/Presentation has an outline, introduction, lacks robust development & conclusion. Only in English, with no Ahtna language. Topic has minimum research, with less than 3 citations.  | Project/Presentation lacks outline or does not follow outline, minimal Ahtna Language, with minimum to no development and no conclusion. No sources or citations. |
| Content (50%) | All content from the outline is covered thoroughly, with multiple and specific examples, which are used to make concluding points. Project can be interactive, and has high impact pedagogical practices. | Most of the content from the outline is covered, with more than 3 specific examples used to make concluding points. Project includes high impact pedagogical practices. | Most of the content from the outline is covered with 1-2 specific examples, which are also used to make concluding points. Project is delivered adequately. | Some of the content from outline is covered with only 1 specific example, and unclear concluding points. Project lacks clarity. |
| Reflection (25%) | Project thoroughly explores the topic through personal & general reflection. Reflections and perspectives of the student are mature, and supported by the cultural knowledge they have gained through their course work and personal experience, and thoughtfully expressed. | Project explores the topic through personal & general reflection. Reflections & perspectives of the student are mature, and supported by the cultural knowledge they have gained through their coursework.  | Project explores the topic through personal & general reflection. Reflections & perspectives of the student are supported by the cultural knowledge they have gained through their coursework. | Project explores the topic through personal & general reflection. Reflections & perspectives of the student lack mature, and does not address the cultural knowledge they have gained through their coursework. |

Students will complete an exit interview and survey before graduating. This survey will solicit self-reflection on both the learning process and the knowledge gained.

## Process

All data collected is forwarded to the Program Chair by the end of each semester. From there it is tabulated, correlated, summarized, and a preliminary assessment is made. It is then reviewed by the Program Chair and forwarded to the UAA Assessment Committee.

The Program Chair also brings the results to the program faculty. The program faculty (consisting of program full-time-faculty, adjuncts, and elders as applicable) will meet at least once a year to review the data collected using the assessment measures, including any suggestions made by the Assessment Committee. The meeting may result in recommendations for program changes that are designed to increase student learning and enhance student performance relative to the program outcomes. The results of the data collection, the interpretation of the results, and the recommended programmatic and process changes will be provided to the Office of Academic Affairs (in the required format) by June 15th each year. A plan for implementing the recommended changes, including publication of the changes and how they will be made available to the program’s stakeholders, will also be determined at this meeting.

Proposed programmatic changes may be in the form of any action or policy change that the faculty deems necessary to increase student learning relative to program outcomes. Recommendations may also be made for program improvement through consultation with community stakeholders such as the Chickaloon Village Tribal Council and Cheesh’na Native Village. Recommended changes should also consider workload (faculty, staff, and students), budgetary and facilities issues, and other relevant constraints. Some examples of changes made by programs at UAA may include:

* changes in course content, scheduling, and sequencing
* changes in prerequisites, delivery methods, and instructional materials
* changes in faculty and/or staff assignments
* changes in advising methods and requirements
* addition, removal, and/or replacement of equipment
* changes to facilities