

REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

Submission date: 1/11/2024

Assessment Plan covered in the report: Ahtna Language OEC

College: College of Arts and Sciences

Campuses where the program(s) is delivered: Anchorage KOD KPC MSC PWSC

Submitted by: Sondra Shaginoff-Stuart, UC Coordinator, slshaginoffstuart@alaska.edu

After responding to the questions below, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

- 1. Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations; 2. Adopt critical perspectives for understanding the forces of globalization and diversity – Met faculty expectations.

- Demonstrate low intermediate speaking proficiency, with conversational speaking skills as described in the Ahtna Athabascan Proficiency Standards--met faculty expectations.
- 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--met faculty expectations.
- Locate and assess Ahtna Dene language resources and reference materials for diverse situations and proficiency levels--met faculty expectations.
- Demonstrate knowledge of Ahtna history, culture, arts, and issues in the Ahtna region--met faculty expectations.
- Demonstrate cross-cultural communication, cultural values, and ethics of working with Elders--met faculty expectations.

2. Describe your assessment process in AY23 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (1000 words or less)

Students were assessed using the Ahtna Proficiency guidelines and students met expectations. Students completed oral assessments through group and individual presentations. We did weekly assessments through voice thread and live assessments in class.

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

3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)

During the semester, the program was evaluated by the team who concluded that it requires more time to build a critical mass for OEC teachers to teach classes. The ideal candidates for these positions in the future are students who are pursuing OEC and UC.

In the Ahtna OEC, students were able to attend classes in Ahtna for the AKNS A290 Ahtna Orientation, AKNS A101H and AKNS A102H Elementary Ahtna Language I and II, AKNS A114C Dene Reading and Writing. Most of the students were in all classes being offered and were successful as they supported each other in the these classes. Having student recruited in a cohort would support or the Native Language class. .

Students who were unable to attend standard classes from the Dena'ina OEC were allowed to attend the Ahtna classes. By studying both Dena'ina and Ahtna, the students received a more comprehensive education, which helped them understand the practice of place-based education. They also got to learn about the similarities and differences between the two languages, which allowed them to build relationships and develop a better understanding of the Nadene language system. With this knowledge, they were able to think more broadly about the connections to other Dene languages in Alaska and the Lower 48.

4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Yes

- i. Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

Students have had request petitions for some of the classes due to classes being canceled or unsupported by the department scheduling or students having postponed their academic progress based on course availability. Recommend to prioritize courses in the sequence for this program. In addition, the program will meet with all faculty this coming year to determine a sustainable course sequencing.

Going forward, there could be improved alignment between sections of the first semester of language. Also, the program recognizes the importance of collaboration with faculty across different dialects in the language. This can be achieved by planned semester meetings with language faculty. This will help the students to connect and understand the differences between dialects.

5. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising

- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High-Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented in AY23. *(If no options above were selected)*

If you checked “Other” above, please describe. (100 words or less)

- 6. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (1000 words or less)**

N/A

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_oaa@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

- 1. Based on the program’s responses above, what guidance and support do you have for the program moving forward? (200 words or less)**

I suggest that the program consider reducing the number of PSLOs to be evaluated (e.g. focus on speaking and reading comprehension) and to expand discussion on the information gathered during the assessment process and its significance. Additionally, I ask the program to consider conducting an assessment across the indigenous language OECs and UCs and submitting one report for all.

- 2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)**

The program has made a solid initial start and is encouraged to continue to build on connections to strengthen teaching and learning.

Dean's signature:

Jenny McNulty

Date: 1/24/2024