

**REPORT ON AY2022-2023 ACADEMIC ASSESSMENT**

**Submission date:** 1/11/2024

**Assessment Plan covered in the report:** Ahtna Language Instruction UC

**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***

Outcome #1 Demonstrate low intermediate speaking proficiency, with conversational speaking skills as described in the Ahtna Athabascan Proficiency Standards - Met faculty expectations.

Outcome #4 Demonstrate knowledge of Ahtna history, culture, arts, and issues in the Ahtna region-- 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)**

There were four courses in AY 22/23 from which to gather data; AKNS A101H Elementary Ahtna Language I and AKNS A240 Ahtna Cultural Orientation in F22 and AKNS A102H Elementary Ahtna Language II, AKNS A240 Ahtna Cultural Orientation, and AKNS A114C Dene Reading and Writing in Sp23. Speaking proficiency and knowledge of Ahtna history, culture and arts were assessed; students did an excellent job, with 2 presentations--groups and individual-- and with weekly assessments through voice threads and live assessments in class.

All data collected from Blackboard course shell gradebooks, also individual discussion with faculty on

status of classes. Information will be 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.

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

During AY 22/23, all Ahtna Language courses were successful with only one student with two students withdrawing due to family and covid results. All final projects demonstrated proficiency, with significant progress in Outcome 2 and 4.

**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

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**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](mailto: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 encourage the faculty to consider ways in which to simplify the assessment process, perhaps by combining Ahtna UC with the Ahtna OEC and evaluating these programs more holistically. Additional reflections on the assessment findings and significance would be helpful.

- 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 report provides detail classes and types of assignments that were assessed and makes recommendations regarding scheduling. The program is off to a good start.

**Dean's signature:**

Jenny McNulty

**Date:** 1/24/2024