1. **Assessment information collected**
   1. Tests, quizzes, daily dialog journals in both Yup’ik and English, chapter test rubrics, and other required weekly assignments
   2. Student surveys filled out upon declaration of the major
   3. Student surveys filled out upon graduation in the major.
   4. Faculty meeting to add other relevant information and discuss SLOA.

2. **Conclusions drawn from the information summarized above**
   **Yup’ik:**
   1. The goal of “Ability to Speak Yup’ik at a high proficiency level” is being partially met according to student journals.
   2. Student work continues to demonstrate a good knowledge of the written language.
   3. The YUP 415 capstone course reviewed and used published manuscripts such as Fienup-Riordan’s books on Yup’ik life and legends, providing “Familiarity with Yup’ik literature” as specified in the SLOA Plan.
   4. Student exams show good understanding of Yup’ik grammar on the part of most students. Students request additional information on specific grammar topics.
   5. Students have made strides in understanding the advanced elements of the grammar, and their knowledge is appropriate to the course level. Ability to express themselves orally and in written form is evident from the work reviewed.

   **Inupiaq:**
   1. No surveys were collected for this review period because there were no new majors.
   2. Based on student SOI responses and direct student responses in class, students desire more conversation practice and more spoken Inupiaq.

3. **Curricular changes resulting from conclusions drawn above**
   **Yup’ik:**
   The faculty member has designated students to lead out-of-class student study groups, which review class material and emphasize conversation practice. The lead students create materials to accompany class lessons that reinforce in-class learning.
Inupiaq:

When the capstone course INU 417 is offered, oral presentations are required and presentations have been added to lower-level classes for additional spoken work, improving proficiency as requested by students.

4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

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5. Has your SLOA plan been updated to include assessment of the program’s Communication Plan, as required by Faculty Senate motion?

The SLOA plan reflects assessment of Communications Learning Outcomes, both oral and written, for both Yup’ik and Inupiaq.