Student Learning Outcomes Assessment Summary

Submitted by: L. Kaplan
Contact Information: ldkaplan@alaska.edu, x 6582
Date: May 6, 2016

1. Assessment information collected
   1. Tests, 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. 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 demonstrates a good knowledge of the written language.
   3. The ESK 415 capstone course reviewed and used published manuscripts such as Fienup-Riordan’s books on Yup’ik life and legends, providing “Familiarity with Eskimo literature.”
   4. Student exams show good understanding of Yup’ik grammar on the part of most students.
   5. Students have made strides in understanding the advanced elements of the grammar, and their ability to express themselves orally and in written form has increased.

   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. Brief oral presentations in ESK 417 and very brief presentations in lower-level classes have added oral work, improving oral proficiency of students as requested by them.
4. Curricular changes resulting from conclusions drawn above

Yupik:
1. Student essays written in Yup’ik will be assigned to further abilities to write the language.
2. Yupik books added to ESK 415 capstone course in order to increase familiarity with literature.

Inupiaq:
1. Conversation exercises have increased, addressing student requests.
2. Brief oral presentations in ESK 417 and very brief presentations in lower-level classes have added oral work, improving oral proficiency of students.

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

Dr. Walkie Charles, Asst. Prof of Yup’ik

Ronald Brower, Instructor of Inupiaq

Lawrence Kaplan, Head, Alaska Native Language Program