

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 10/15/2021**Submitted by:** Kristen Ogilvie, Associate Professor and Chair of Anthropology, kaogilvie@alaska.edu**Program(s) covered in this report:** Anthropology BA/BS

If you selected "Other" above, please identify. (100 characters or less)

College: College of Arts and Sciences**Campuses where the program(s) is delivered:** ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC**Specialized accrediting agency (if applicable):** N/A

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)**

Ideally, our students recognize the BA/BS programs as having embedded opportunities for developing this competency. All students are required to take a course in anthropological ethics; ethics is also embedded in the learning outcomes of all other courses at each level. We address academic honesty, professional conduct, and community engagement in all courses. There are also multiple opportunities to engage directly in the community through field project courses and course-specific projects.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency? ☒ Yes ☐ No**

If yes, please briefly describe. (500 characters or less)

Our culminating e-portfolios ask seniors to reflect on each of the program's student learning outcomes. The third outcome is specifically related to the ethical practice of anthropology, which relates not only to personal conduct but also to responsibility to communities and other stakeholders of knowledge and colleagues. Students reflect on how they came to develop this learning outcome over the course of their time at UAA.

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency? ☐ Yes ☒ No**

If yes, please briefly describe. (500 characters or less)

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

Given that our faculty is stretched very thin, we opted to focus on only one of our five learning outcomes this year: Four-field anthropological knowledge. Students graduating from the program should be able to demonstrate a familiarity with the development of anthropological thought and the contemporary concepts, theories, and application of the four subfields. In our summative assessment of graduating students enrolled A410, we use a scale on par with the AACU VALUE rubric assessments with regard to skill building. Students are ranked as demonstrating beginning,

developing, proficiency, or mastery of the outcome. The average score for the sample of seniors assessed was 3.2 on the four-point scale so exceeding proficiency but not yet at mastery. The benefit of this scale is that we can expect students to progress in development of the outcomes through their program (and even post-graduate if they pursue a higher degree). Seniors enrolled in A410 met faculty expectations at their level.

3. Describe your assessment process in AY21 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. (750 characters or less)

First, we implemented our baseline knowledge and confidence surveys in 4 sections of 2 of our 200-level core courses. A post assessment was also implemented at the end of these courses. Second, the summary exercise of anthropology seniors completing an ePortfolio remained consistent. Students enrolled ANTH A410 wrote reflective essays on each of the five program outcomes. The assessment coordinator disseminated the essays and gave an overview to the faculty at the final faculty meeting of 2020-21. Then, during the faculty retreat in Fall 21, the faculty reviewed a random sample of the ePortfolios (7 of 13) and rated the essays on the first learning outcome (4-field anthropological knowledge).

4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)

Pre/post surveys from the 200-level courses demonstrate the core courses are effectively introducing key anthropological concepts to students. The average % of correct answers given per course increased from 83% at baseline to 92% at post for four-field knowledge. Student's confidence in their knowledge jumped from a score of 2.55 on a 4-point scale to 3.53. For the e-Portfolios, the sample of students demonstrated high levels of proficiency in Four-Field Anthropological Knowledge with a average score of 3.2/4. The range of scores was 2 to 4 with two of the students following below proficient but in the developing category. To some extent this may relate to the quality of their ePortfolio evidence presented.

5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)

The faculty were overall pleased with student performance and achievement. There is some consideration of how to improve the process to ensure that the ePortfolios truly reflect the culminating knowledge of the program. The course is only offered once a year (fall) so students graduating in Spring may still have program requirements to fulfill.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

- 6. 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 AY21.

If you checked "Other" above, please describe. (100 characters or less)

- 7. 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. (750 characters or less)**

In AY2020-21 we put through changes to program based on our 2019-20 assessment. This included revising student learning outcomes to make them more succinct and adding a new 200-level requirement to ensure scaffolding of knowledge related to the second learning outcome. Given these changes are being implemented just this year, we do not yet have data to report on these changes.

- 8. Question 8 has been removed, as programs were not asked to respond to it.**

- 9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**

Currently, we have no way of tracking our undergraduates post graduation so we cannot report percentages with any accuracy. However, we do have many stories of their successes. Of the 13 graduates in May 2021, at least three went on to graduate school, two had internships, one

plans to pursue law school, and one landed a job as a geospatial technician at a local firm. These were the students who shared their plans with us.

DEAN SECTION (Due to the program on January 15)

- 1. Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? (750 characters or less)**

The Department is encouraged to continue to work on their use of e-portfolios and to ensure that they truly reflect the culminating knowledge of the program.

It is recommended that all programs review their Program Assessment Plan to ensure clear inclusion of the new UAA Core Competencies and in particular to address the closing of any equity gaps in the program.

- 2. Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)**

Use of e-portfolios is strong and could be a model for other units.

Dean's signature:

Jenny McNulty

Date: December 14, 2021