

**2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM**  
**(Due October 15 to the dean)****PROGRAM SECTION (Due to the dean on October 15)****Submission date:** October 15**Submitted by:** Diane K. Hanson, Associate Professor of Anthropology, dkhanson@alaska.edu**Program(s) covered in this report:** MA program, Anthropology.

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):** Select Specialized Accrediting Agency or 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)**

"In every graduate course we discussed the practical application of ethical principles in a work setting. This formed the foundation for my own professional identity and my reputation as a competent, respectful, and thoughtful anthropologist. "

- **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? XYes ☐ No**

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

The graduate program in Applied Anthropology is designed to develop professional excellence, which includes working with others and ethical awareness. The ethics courses use group projects and team-based learning to address ethical dilemmas encountered in anthropology. The archaeology ethics course culminates in a student-designed dilemma solved by another team. Courses are designed to familiarize students with professional dilemmas they will encounter during their careers.

- **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? XYes ☐ No**

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

Anchorage has the highest concentration of agencies and companies in the state. Companies are hiring archaeologists and applied anthropologists with no Alaska experience. Our department could develop an opportunity for companies to develop their employee base through company sponsorship, using the Anthropology Department to provide the core education, while they provide practical experience through their workplace. Collaborative educational opportunities could also bring their expertise to UAA.

## 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.***

In AY21 we had one graduate student finishing coursework, and two thesis defenses, limiting assessment opportunities. The defending students demonstrated they had mastered the required

Anthropological Research Skills by demonstrating Analytic Reasoning, Application of Research Design, Use of Methods, and Written and Oral Presentation of Research, all components of a defendable thesis and a successful defense. The students exhibited mastery of these skills and exceeded faculty expectations.

**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)**

The assessment process is embedded in each faculty meeting when we discuss the progress of the students in the program, potential impediments to their advancement that need to be addressed, and opportunities for their advancement. Program assessments take place during these faculty meetings or during the post-defense conversations among the graduate student committee members that affect decisions about program changes.

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

Department faculty within the same specialty discuss graduate student progress and where the obstacles might lie. The solutions and opportunities vary in disciplines within the larger field of Anthropology. Because the Anthropology faculty are reduced to three people on the main campus, the opportunities for group evaluations are lost and faculty members make personal assessments of student progress without input from their colleagues. Our ability to assess student learning outcomes is diminished by not having the capacity normally afforded a graduate program.

**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 most efficient way to improve student learning outcomes for all three categories (Anthropological Knowledge, Ethical Awareness and Application, and Anthropological Research Skills) is to have enough faculty members to mentor the students. We have no faculty in two of the four disciplines that form the field of Anthropology (Linguistic and Biological Anthropology) limiting the current graduate students to a graduate program patched together from the remaining components. This does not provide the breadth expected in most graduate programs. Given the emphasis on archaeology based on student applications and community demand, a single archaeologist is insufficient to direct most of the students in our program

**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

**X** 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)**

One student admitted with the new curriculum implemented in 2019/2020, completed the second year of coursework in 2020/2021, therefore it is difficult to assess the effectiveness of the curriculum 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)**

One student was nominated by UAA for the Distinguished Master's Thesis Award in Social Sciences the Western Association of Graduate Schools and ProQuest Award (2020)

One student was nominated by UAA for the Distinguished Master's Thesis Award in STEM Disciplines the Western Association of Graduate Schools and ProQuest Award (2021)

Post graduate activities - 77% of our graduates are working in their field, 21% are in another graduate program or have since graduated (at least two have tenure now, and one is going for tenure), 2 students have retired, and 3 are deceased.

**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?**

anthropologists with advanced degrees in an efficient manner. This includes streamlining program requirements, identifying bottlenecks, and decreasing time to degree.

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.**

The faculty in the program are well-connected established researchers with knowledge of what state agencies need.

Dean's signature: *Jenny McNulty*

**Date:** December 14, 2021