

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 9/29/2021**Submitted by:** Songho Ha, Professor of History, sha4@alaska.edu**Program(s) covered in this report:** History BA

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:** N/A**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)**

The History Department developed HIST A495: History Internship, which has been offered since FY17. Through their internships, a number of History majors have provided expertise and skills to external constituencies, such as the Anchorage School District to facilitate History Day, the Anchorage Mayor's Office, TBA Theater Company, Anchorage Museum, the Alaska Veterans Museum, and the Alaska World Affairs Council.

- **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)

Same as above

- **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)

The pandemic has caused significant interruptions in the History Department's ability to place interns due to the fact that many institutions have gone to partial or fully remote work. However, future opportunities might include placing student interns with the Jewish Museum, the Alaska Aviation Museum, and the State Office of History and Archaeology. The History Department could also play an integral role in the development of a certificate program in Medical Humanities.

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.

1. Demonstrate the ability to write in clear and precise English - Met faculty expectations.
2. Demonstrate advanced-level historical research skills (proper use of historical citation style, critical use of primary and secondary sources, adequate research base, ability to frame a good historical question) - Met faculty expectations.
3. Demonstrate advanced historical skills (recognition of significance, cause and effect, continuity v.

discontinuity, historiographical conversancy and perspective, critical and integrative thinking) - Met 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 Coordinator collected assessment data from History faculty members in May 2020 and May 2021. Each faculty member was provided with the History Department Course Assessment Form. All full-time faculty members from the Goose Lake campus and one full-time faculty member from each of the Mat-Su and Homer campuses also provided and analyzed assessment data and offered concrete suggestions for improvement. A total of 5 upper-level and 5 lower-level courses/sections, with 227 enrolled students, were analyzed.

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

The vast majority of students meet the PSLOs in both lower-and upper-level courses. A or B grades were earned by 76% of students in lower-level courses and 74% of students in upper-level courses. In addition, A or B grades were earned by 67% of students in the Junior Seminar (HIST A377) and 63% of students in the Senior Seminar (HIST A477). Overall, students continue to improve their learning throughout the program. They are faced with more challenges in the program's capstone courses (A377 and A477) because of the high standards set for these courses. Following the general pattern at UAA and CAS, student enrollment has declined; however, the number of awarded degrees has once again increased, returning to the level seen in AY17.

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 History faculty made the following recommendations:

- a. Adopt free or no-cost textbooks for several courses, particularly in survey courses.
- b. Explore ways to add Western Civilization and East Asian Civilization survey courses to the offerings for the Middle College. These discussions are now underway between the Chair of the History Department and the Principal of the Alaska Middle College.
- c. Work with community partners to develop career pathways for History majors in Alaska's cultural institutions, including museums, archives, non-profit organizations, and tourist-related industries.
- d. Collaborate more closely with area school districts to host more faculty development

opportunities.

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)

Adoption of Open Educational Resources (OER)

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)

The faculty members who adopted OER textbooks have reported students' satisfaction with the textbooks.

8. Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

- 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)**

Recent post-graduate successes include a student who graduated with a PhD in Russian History; a student who has become the Archive/Collections & Exhibitions Officer at the Alaska Aviation Museum; students who have become social studies and history teachers in Alaska, Arizona, Ohio, and elsewhere; a student who won the award for best thesis from her MFA graduate program; and a student who has become the fundraising director of a non-profit organization. We also have former students who have completed law degrees and now practice law.

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?**

The Department is encouraged to continue to create pathways to Alaska's cultural institutions, including museums, archives, non-profit organizations, and tourist-related industries. The Department is encouraged to develop a certificate in this area. It was reported that students struggle in upper division courses, but no suggestion was made in how to better support these students.

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)**

The internships mentioned are great ideas and the program is encouraged to continue pursuing these. Assessment was made of a large number of courses, which were done so in combination with two community campuses; this collaboration is appreciated.

Dean's Signature: *Jenny McNulty*

Date: December 14, 2021