

2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 10/17/2022**Submitted by:** Kristen Ogilvie, Associate Professor of Anthropology, kaogilvie@alaska.edu**Program(s) covered in this report:** Select program, or “Other”.

If you selected “Other” above, please identify. (100 characters or less) BA and BS in Anthropology

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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

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

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

- **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)**

Two activities indicated last year: required ethics course and reflective statement in senior ePortfolio about mastery of the SLO related to ethics. The ethics course this year focused on the ethical practice of cultural anthropology and had 14 students enrolled. Anecdotally, the course was a great success and sparked much discussion about ethical dilemmas in anthropological practice. Similarly, the senior reflections showed incredible consideration about ethics and were highly rated by faculty.

- **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less)**

B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*

- **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)**

We would hope that students would recognize that our program works to apply and enhance their basic communication skills acquired in general education developmentally across all levels of coursework. Students work to develop information literacy and communication skills specific to anthropological knowledge and skills. For instance, a key skill in anthropology is translating or bridging local knowledge to policy-makers and vice-versa, which means making your research results accessible.

- **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)**

Students complete a reflective statement for their senior ePortfolio about mastery of the program's SLO related to anthropological communication skills. Students reflect on their growth in being able find and communicate relevant anthropological information. We also have developmental assignments in the 200- and 300- courses like the creation and presentation of a scientific poster in ANTH A390B North American Archaeology this year, which hones research, oral, and written communication skills.

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY22. 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.

We limited our assessment this year to one learning outcome aligned with the core competency of focus:

Identify ethical principles that guide anthropological practice and ethical issues encountered in anthropological research.

Students exiting our program this year met or exceeded our expectations in this outcome.

3. Describe your assessment process in AY22 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)

To conduct a summative assessment of this outcome, students in the final senior seminar course were directed to complete an ePortfolio in which they reflected on accomplishments in meeting the program's five student learning objectives (SLOs). With only two anthropologists remaining on staff in the Department, we deviated from our established procedures and had only the course instructor evaluate the reflective statements on SLO #3 by reading and scoring each student's for evidence that demonstrated identification of 1) ethical principles that guide anthropological practice and 2) ethical issues encountered in anthropological research. The scoring was based on a four-point scale 1) Beginning; 2) Developing; 3) Proficient; and 4) Mastery.

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

All students who completed the ePortfolio in AY 2021-22 demonstrated either proficiency or mastery of this student learning outcome. The reflections were thoughtful and marked with poignant evidence of knowledge of ethical practice and considerations in anthropology. One student wrote, "Anthropology is a field of practice, as opposed to experiment. Practice is intrinsically tied to the ongoingness of life, which is obviously a messy and improvised affair. Learning ethics is equally tied to the processes of living."

- 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)**

At the time, the faculty are very satisfied with the outcome of interest this year. Students in our program seem to be successfully learning the ethics of anthropological practice.

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 AY22.

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 change we made was to make requisite a course in anthropological ethics; student learning was demonstrated in the ePortfolio reflections this year from this course, which was gratifying. Making this course required ensured there was a consistent course for all majors that was focused on ethical issues. Although students gain knowledge in all levels of coursework, the central focus of this class enhances and focuses growth.

8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.

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)

This year, all students who completed their degrees went on to graduate programs or found immediate employment. One student began the MPP program at UAA with full funding; one went to a major PhD program in biological anthropology with a fellowship, and another continued in our MA program. We have heard back from other former alumni of great distinction too. One is returning to UAA after working in research to complete her MPP, and another is almost finished with her doctorate in biological anthropology.

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? (750 characters or less)

The department's focus of post-graduate success is almost exclusively with regard to graduate programs. I encourage the department to highlight careers that require a BA/BS and to comment on the success of their accelerated MA. Letting students know of career options is important to retention. Moving forward, the department is encouraged to integrate their new faculty hires into the assessment process.

2. What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)

The department successfully redesigned their curriculum to include a course in ethical practices in the field and used this senior level course to simultaneously assess various learning outcomes. This efficiency allows the department to assess student learning in a meaningful way.

Activities such as eportfolios and poster presentations seem to be a value-added component of the

Dean's signature:
program.

Jenny McNulty

Date: 1/9/2023