

REPORT ON AY2022-2023 ACADEMIC ASSESSMENT**Submission date:** 11/15/2023**Assessment Plan covered in the report:** Anthropology BA/BS**College:** College of Arts and Sciences**Campuses where the program(s) is delivered:** ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC**Submitted by:** Kristen Ogilvie

After responding to the questions below, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

- 1. Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

We chose to examine only one of our five learning outcomes:

2. Use anthropological perspectives to describe the past and present cultural diversity of Alaska and analyze contemporary social topics in the Circumpolar North.

Students met faculty expectations with regard to this outcome.

- 2. Describe your assessment process in AY23 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. (1000 words or less)**

Our assessment plan calls for collecting baseline, formative, and summative data for all learning outcomes. For the second learning outcome, Alaska-Specific Anthropological Knowledge, baseline data are collected at the beginning of our core class ANTH A200 Alaska Native Cultures and formative data are collected at the end of this core class and at the end of a sample of upper-division courses. Finally, summative assessment is conducted on the self-reflections students complete during the senior seminar course, ANTH A410 Anthropological Theory.

Baseline and Formative Data: Data were collected by course instructors implementing an assessment survey on knowledge of Alaska specific anthropology. There were 26 sections of A200 offered across fall 22, spring 23, and summer 23 with 17 being offered at community campuses and 9 being offered at the Anchorage campus. The instructors from five sections of these courses (three on the main campus and two at a community campus) implemented pre/post assessments of knowledge in these courses. Two upper-division courses also implemented the assessment survey during the year. These surveys were completed online by students, which resulted in scores for % complete. These data were reviewed in relation to pre/post in the core class as well as retention of knowledge in the upper-division courses. The survey includes eight true/false questions that students complete.

Summative Data: Twelve students completed reflections on the achievement of this learning outcome while enrolled in ANTH A410. The instructor reviewed each of these responses and reported back to the faculty.

3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)

Students demonstrated development in the area of Alaska-specific anthropological knowledge, and graduating students reflected on where and how they developed this outcome. Students responding at the beginning of ANTH A200 on average answered 2.2 out of 8 questions correctly. By the end of the class, students responding answered on average 5.9 of the 8 questions correctly. Students in upper-division anthropology courses who responded to the survey answered on average 7.6 out of 8 questions correctly.

These improvements in Alaska-specific anthropological knowledge demonstrate success in developing this learning outcome, which is enriched by the reflections graduating students wrote. Students eloquently spoke about their personal growth in developing knowledge about Alaska and its cultures. Many had not been raised in Alaska and learned through their college experience. Others were raised in Alaska but described a depth of knowledge that was enhanced through the program.

The reflections affirm the results of the surveys by providing more context of how students acquired this knowledge and more depth in what they learned and took from the experience.

4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? No

- i. Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

The faculty are pleased with the program and the students' achievements in regard to SLO#2 Alaska-Specific Anthropological Knowledge. However, one glaring hole in the assessment of this learning outcome is the lack of complete or representative data. We do

not intend for every section of A200 to implement the survey, but we need to be more intentional in the selection of the sections that do. In particular, we need to ensure that we have sufficient representation from community campuses and also track modalities to see if there are consistent outcomes.

5. 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 AY23. *(If no options above were selected)*

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

6. 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. (1000 words or less)

In AY21, the faculty revised the program to require ANTH A200 because we identified that students were not consistently receiving an introductory course on Alaska-specific anthropological knowledge. The data presented here support this revision. We are pleased with the achievements of the students in this area.

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_ooo@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the

appropriate community campus director(s) when emailing the response to the program.

1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (200 words or less)

I agree with report to be more intentional in choosing which sections participate in assessment as well as in tracking modality. Increasing community college representation in the assessment process is encouraged.

2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)

The program presents a focused, thoughtful, in-depth assessment that clearly shows growth in student achievement; a great use of qualitative and quantitative data.

Dean's signature: Jenny McNulty

Date: 1/12/2024