

Anthropology - Bachelor of Arts - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

We submitted the major changes paperwork to delete the BS degree in fall 2021 and it was officially deleted over the summer of 2022. We revised the requirements for the BA so that students who want to specialize in archaeology and biological anthropology (the two subfields for which the BS was tailored) can receive the training they need in a BA program. We developed a pathway for students to complete the BA entirely online: required courses are now available through asynchronous delivery and we created a common format for all courses in Canvas. The degree is now officially advertised on eCampus' website.

We have also made curricular revisions: the new BA degree not only requires students to complete introductory coursework in each of the four subfields of Anthropology (the 200-level Fundamentals series) but also requires that they take several courses in methods.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Three students took ANTH 411 (Senior Seminar) in Spring 2022 and three students participated in the debate in ANTH 384 (History of Anthropology), the courses used for evaluating learning outcomes. The faculty member who taught Senior Seminar in Spring 2022 was unable to collect the summative assessment exercise from students, so we do not have data for evaluating students' (1) basic understanding of the history of the discipline, (2) understanding of methods in anthropological research and (3) understanding of cultural and linguistic diversity. One faculty member from archaeology, one from linguistic anthropology and one from cultural anthropology evaluated the papers from ANTH 411 in order to assess students' ability to (4) explain disciplinary content using a variety of modes of communication. 88.9% of research papers were satisfactory with regard to this objective. Regarding written communication, 100% of research papers satisfactorily (5) communicate[d] to audiences in the discipline using appropriate disciplinary conventions. Students' ability to orally (6) translate

disciplinary content to audiences outside the discipline as appropriate was evaluated by the course instructor and another faculty member (from archaeology) observed and assessed the debate presentations in ANTH 384 and evaluated 83.3% of the presentations were satisfactory. The instructor for ANTH 411 initial and final drafts of capstone papers for ANTH 411 for whether or not students satisfactorily demonstrated (7) ability to integrate feedback from others to enhance or revise communication and reported that two thirds of the students were unsatisfactory in this regard.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

2021-2022 was a transitional year because we revised the BA degree. We are in the process of revising our Assessment Plan in light of having incorporated the BS degree emphasis on archaeology and biological anthropology into the BA degree and revising the latter to reflect a greater emphasis on methods and inter-subfield knowledge. We plan on finishing revisions to the SLOA plan by Spring 2022.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

Equity gaps, No change in pass rates, Decline in majors, Decline in degrees awarded, No change in SCH, No change in persistence

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

1) Demographic makeup of majors: The vast majority of anthropology students are [REDACTED], although there is a slight upward trend in the number of [REDACTED] students in the program (from 95% to 84%). The vast majority of students are [REDACTED] (60-75%), not [REDACTED] (~72%) and not [REDACTED] eligible (~84%). Anthropology consistently attracts a large number of students [REDACTED] (63-78%).
2) Student success:

Regarding gender and age, our pass rates are stable, however we note that "gender non-specified" students, except during COVID, demonstrate a higher pass rate than [REDACTED] or [REDACTED] students, which may reflect the our program's positive emphasis on human diversity has in supporting [REDACTED] students. There are slight (less 5%) disparities represented by lower pass rates based on age/gender, though the fluctuations do not indicate a trend or concerning inequities.

Excluding 2020 and 2021 (arguably affected by COVID), pass rates are stable for all groups, though they display inequity. Disaggregated persistence shows that [REDACTED] students, before 2020, have had the lowest pass rates among groups for which race is reported. Beginning in 2020, [REDACTED] students showed a notable decline in pass rates, becoming the group for which pass rates are the lowest. Excluding 2020 and 2021, we find that [REDACTED] and [REDACTED] students have higher pass rates than any other group of students.

Now that we have data that allows us to identify the gaps (in racial representation and success) we can discuss a course of action as a faculty for addressing them.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices "have been widely tested and have been shown to be beneficial to college students from many backgrounds." UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, Writing-Intensive Courses, Internships, Capstone Courses and Projects

Other or None of these (explain)

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Submission

Submitter & Collaborator Names

Pattick Plattet, Robin Shoaps prepared the report. Justin Cramb and Brian Hemphill participated along with Plattet and Shoaps in evaluating results from SLOA instruments. Justin Cramb, Elaine Drew and Kara Hoover aided in preparing the description of High Impact Practices.

Submitter Email

rashoaps@alaska.edu

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

Consider curricular revisions, Develop online offerings/options

Explanation of Recommendations

Consider elimination of the BS degree.
Develop online BA and degree.

Student Learning Outcomes Assessment Feedback (tags)

Missing a direct measure

Student Learning Outcomes Assessment Feedback (narrative)

The program notes that they are in the process of revising their SLOA which should have been completed by Spring 2022 but was not attached. The current SLOA only appears to have one direct measure that evaluates three discipline criteria (#2), and one indirect measure of an exit survey for #3. The SLOA #2 could be separated into multiple student learning outcomes. The SLOA #1 appears to be more program goal vs. student learning outcomes which are the result of assessment on student learning. Many of the implementation procedures state that “faculty evaluators will assess” but do not state how they are assessed. The program may consider the use of standard rubrics for their assessment criteria.

Profile Feedback

Financial Feedback

Student Success & Equity Feedback

The program does a good job in reflecting on their data and discussing equity gaps. They note that “gender non-specified” students demonstrate higher pass rates, and this could be due to the “program's emphasis on human diversity that supports [REDACTED] students”. However, there are very few graduates compared to the number of majors, and those few are overwhelmingly [REDACTED], [REDACTED], [REDACTED], [REDACTED] eligible. This could be due to the growth in their non-traditional, part-time student population who do normally take longer to graduate. There has been a drop in the graduation informed persistence down by 36% since AY 2020-2021. Additionally, 70% is a low undergraduate pass rate, and there has been a notable decline in [REDACTED] pass rates. It will be good to keep an eye on these trends going forward.

High-Impact Practices Feedback

The program does very well in integrating a variety of high-impact practices throughout the program. They also do very well with cultivating collaborations across disciplines, a recent one is with the State of Alaska Department of Fish and Game that provides opportunities for internship and field work for their students.

Department of Anthropology
Student Learning Outcomes Assessment Plan

Date: August 2020

Certificate or Degree Program: Bachelor of Arts (B.A.) in Anthropology

Mission: The UAF Department of Anthropology is committed to scholarship and research in anthropology with a general geographic focus on the circumpolar regions of the north, as well as research and instruction covering a variety of other world areas and topical subjects. The teaching and research activities in the department cover the four subfields of the discipline: archaeology, biological anthropology, linguistic and social/cultural anthropology. The Bachelor of Arts program aims to give students a solid introduction to the discipline, with the opportunity to concentrate study in any subfield, and to gain research experience and training in field methods.

Goal: To assure that graduates are prepared to succeed in achieving advanced degrees from institutions of higher learning and/or working professionally across numerous fields involving diverse human experience and bio-cultural adaptation. The B.A. degree differs from the Bachelor of Science (B.S.) by stressing exposure to the social scientific and humanistic aspects of anthropological research.

Intended Objectives/Outcomes	Assessment Criteria	Implementation Procedures
1. Students learn enough about the discipline in the ANTH 100X /101X core courses to be interested in taking up anthropology as their primary field of study. Students gain through what they learn in introductory courses and others a desire to learn more about the diversity of peoples and cultures and the human condition.	New majors in anthropology declared in the B.A. program each semester.	Lists of Anthropology majors declared each semester obtained from the Registrar's Office. The undergraduate coordinator monitors the number of majors in the program and prepares annual reports. They direct new majors to appropriate faculty advisors and keep notes on what has most interested students. The Department evaluates the curriculum in terms of students' stated interests, based on what they have learned.
2. Students completing the B.A. in Anthropology will have: (1) a basic understanding of the history of the discipline, including subdisciplinary perspectives and approaches to the study of culture, society, and human development, (2) an understanding of methods in anthropological research, and (3) an understanding of cultural and linguistic diversity and the implications of cultural difference for understanding the human condition.	Criterion (1): the B.A. requires successful completion of ANTH 384 (History of Anthropology). Students are expected to know about particular national traditions of anthropological research, about major research paradigms and about the importance of the introduction of particular methods. Criterion (2): demonstration of knowledge of methods of fieldwork, comparative and social and cultural analytical methods and of their limitations and ethical dimensions. Criterion (3): understanding of the nature and importance of human diversity will be assessed by demonstrated knowledge of a	Student performance in the required B.A. courses is evaluated by the faculty instructors, and monitored by the Undergraduate Coordinator. To gauge overall achievement, the instructor of the Senior Seminar will conduct a standardized, summative exercise designed to demonstrate facility in the objectives/outcomes. These will be evaluated by a committee consisting of: the Undergraduate Coordinator, the course instructor, and the Department Chair or designee. Following committee review, the year's outcomes assessment will be

	range of social and cultural configurations and critical perspectives on folk concepts such as “race.”	forwarded for review and a critique by the full anthropology faculty in an annual assessment plan meeting.
3. The Communications Learning Outcomes (CLO) state that UAF undergraduates will demonstrate effective communication when they are able to: (1) Explain disciplinary content using a variety of modes of communication, including oral and written communication. (2) Communicate to audiences in the discipline using appropriate disciplinary conventions. (3) Translate disciplinary content to audience outside the discipline as appropriate, making disciplinary knowledge relevant to broader communities. (4) Integrate feedback from others to enhance or revise communication.	Given that all majors are required to complete the capstone course, ANTH 411: Senior Seminar, we believe that this course serves as the ideal venue for assessing whether students have fulfilled CLO 1) and 2). Students in this course are required to complete both oral presentations and written assignments, including a semester-long research project/paper, which must be revised in response to peer- and instructor feedback (per CLO part 4). All BA majors in Anthropology are required to take ANTH 384: History of Anthropology. The assignment structure for that course has been revised to incorporate two assignments that ensure students meet CLO part 3. First, they must critically evaluate a documentary film meant to spread awareness about the broader impact of the work of key anthropologists since the early days of the discipline. For the assignment, they must address how effectively the documentary translates cross-cultural ethnographic material and theoretical developments for a public audience, and discuss how the filmmaker(s) could have done this better/more effectively. Second, students will participate in class debates on major controversies in the field; they will be required to pitch their debate to a public audience, requiring them to make scientific data accessible to the public.	For CLO parts 1), 2) and 4): At least two anthropology faculty who primarily teach B.A. courses will read the research papers submitted for ANTH 411 and evaluate the degree to which the student has effectively communicated disciplinary content; the students will be required to submit both their first draft and the final paper so that their success at integrating feedback can be judged. For CLO part 3): At least one B.S. faculty member will observe the debates in ANTH 384 and evaluate the degree to which the students successfully presented disciplinary content to an outside audience. While our BS faculty are, of course, within the discipline, the subfields in anthropology are distinct enough that we feel they will be able to appropriately judge the degree to which students have succeeded in fulfilling this objective. The B.A. coordinator will compile the results of these assessments and report back to the full faculty during the first faculty meeting the following fall.

4. Students seeking employment will be satisfied that their education has provided useful skills, and/or will seek to continue their academic career by pursuing training in K-12 teacher education, law school, graduate school in social sciences or humanities, museum studies, or other fields.	Students obtain satisfying work or are satisfied with the education that they have chosen OR students find that the education they have received through the program has benefited their further studies. An Outcomes assessment exit survey (with emphasis on student's overall assessment of quality of education received in anthropology) is administered annually to students enrolled in ANTH 411.	1) Data gathered as available on employment for graduates who have sought such relevant employment, or acceptance into graduate educational programs. Publications, grants and other scholarly achievements and contributions will also be tabulated as a direct measure and entered into a departmental student database. 2) At least two faculty will review/evaluate the results of the exit survey given to B.A. students in ANTH 411 and make recommendations re: potential changes to the degree program to the full faculty the following Fall semester.
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