Northern Studies BA
College of Liberal Arts
2012-2013 and 2013-2014

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Note: Northern Studies had just one BA graduate in 2014 and none in 2013.

1. Assessment information collected
   a) Paper collected from writing intensive class
   b) Paper collected from (writing intensive) senior seminar class
   c) Student self and program evaluation

2. Conclusions drawn from the information summarized above
   a) This is a well-written upper division course term paper. I detect growth since the last paper this student wrote. He’s delved more deeply into a topic, analyzing it more critically. The writing is fluid and maintains a scholarly tone.

   b) This is a well-written upper division paper. The paper’s strength is the breadth of knowledge it demonstrates on indigenous peoples of the north. Its weakness is that it covers so much ground that it doesn’t analyze very deeply.

   c) The graduate experienced growth in the program. He appreciated the program’s flexibility and the wide range of courses offered/allowed. The disadvantage to that flexibility is that he now wishes he had more depth in anthropology, because he wants to work in that field. He noted that he learned a great deal about other cultures through the program, however.

3. Curricular changes resulting from conclusions drawn above

   • In writing intensive courses we will put more emphasis on the quality of the first draft, so that we can push students further in their analytical writing skills.

   • This is not a curricular change, but relates to advising. I am taking note of the comment that this graduate wishes he’d had more depth in anthropology. I will make sure that I ask students what areas of expertise they would like to have upon graduating, so they will be thinking toward careers as they choose their two areas of concentration within the major.
4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

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