

Ph.D. in Anthropology
Student Learning Outcomes Assessment Plan
 August 2020

Mission Statement: 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 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 graduate program offers students the opportunity to concentrate study in one of the four subfields, to gain research experience and methodological training in the field and in the laboratory, and emphasizes empirical and applied studies.

Goal Statement: To assure that graduates are prepared to mobilize their training and knowledge of anthropology either to compete successfully in the job market in their chosen subfield or related areas or to compete successfully for admission to institutions of higher learning to pursue further graduate or professional education.

Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation
Students will have a comprehensive understanding of their subfield of concentration, including its history, current theoretical perspectives and research methodologies, as well an in-depth understanding of topics directly related to their planned research project.	Student advisory committees will ensure that coursework in the student's Graduate Study Plan meets these objectives. Students with gaps in their prior preparation will be required to enroll in appropriate courses by their advisory committee.	Student preparation will be assessed by the successful completion of courses listed in the Graduate Study Plan based on the grade(s) given by the instructor(s) of record.
	Students must pass the doctoral comprehensive exams consisting of three synthesizing papers, each reviewing the state of knowledge in a specified area of research relevant to the student's dissertation.	Student's advisory committee will develop targeted reading lists and questions tailored to cover the knowledge and background required for the student to have PhD-level expertise on their chosen dissertation topic. After the completion of the exams, the advisory committee will evaluate the student's performance following a rubric (see Graduate Program Learning Assessment Score Sheet Synthesizing Papers).

	<p>The dissertation demonstrates students' mastery of a specific topic of inquiry within their subfield.</p>	<p>The student's advisory committee and department faculty in attendance will complete the Program Learning Assessment Score Sheet - Thesis and Dissertation Defense and submit to the Graduate Program Coordinator for outcomes assessment.</p> <p>The student's advisory committee will not allow the student to schedule a dissertation defense until the committee is satisfied that the student's thesis demonstrates mastery of their topic.</p>
	<p>Unless students have already successfully completed graduate level coursework devoted to research methods in their subfield, they may be required by their advisory committee to take a methods-focused course.</p>	<p>Methods courses will cover a broad range of methodologies and assignments will be graded by the instructor of record.</p>
	<p>If students lack the technical skills necessary for their dissertation research and which are not covered by any of the methods courses, their advisory committee may require that they take coursework in other departments (e.g., statistics, genetics, linguistic analysis).</p>	<p>The evaluation rubric for student dissertations includes assessment of the research design, methods, and data analysis by the student's advisory committee.</p>
<p>Students will have a general knowledge of the four subfields of anthropology, including its history as a scholarly discipline and major intellectual contributions.</p>	<p>When a student's advisory committee perceives a gap in this regard, the committee will require that students complete courses that cover the history of the discipline (Anth 384) as well as intellectual contributions across the subfields (Anth 629).</p>	<p>Student competency will be assessed by the successful completion of the course, as based on the grade given by the instructor of record.</p>

<p>Students will be flexible thinkers and able to draw synthetic connections between their subfield and at least one of the others.</p>	<p>Students may, at the discretion of their advisory committee, be required to take at least one class outside of their subfield.</p>	<p>The instructor of record assigns a grade that evaluates their performance in the class.</p>
<p>Students will be able to develop original research and present it in a variety of public and scholarly settings.</p>	<p>Students who do not have experience presenting original research at conferences or other professional settings may be required to take ANTH 652 Research Design and Professional Development Seminar to gain these skills.</p>	<p>The instructor of record will assess the student's presentation skills according to the course evaluation criteria.</p>
	<p>The dissertation prospectus and seminar papers provide opportunities for students to develop original research.</p> <p>The dissertation prospectus and dissertation defense give students the opportunity to argue for the significance of their dissertation topic and to contextualize it with respect to their subfield.</p> <p>The dissertation defense gives students experience in presenting their original research to the public and peers.</p> <p>Students will be encouraged to present appropriate aspects of their dissertation drafts or revised conference papers by their advisory committee.</p>	<p>The student's advisory committee will complete the PhD prospectus/defense rubric evaluating them for their originality, rigor and thoroughness.</p> <p>Instructors of record will evaluate students' research papers and class presentations based on their course evaluation criteria.</p> <p>The department will track students' participation as presenters at conferences and authors of published scholarly works.</p>

<p>Students will be able to write fundable research proposals and produce professional reports, publishable papers and books.</p>	<p>Students who have not submitted successful grant proposals or published research reports may, at the discretion of their advisory committee, be required to enroll in ANTH 652, in which students review examples of funded grant proposals, write one original proposal, and learn about the scholarly publication process as assignments.</p> <p>Students will be encouraged to author or coauthor (when appropriate) professional papers, reports or books with faculty advisors.</p> <p>Students will receive encouragement and support from their committee chairs and committee members to prepare and submit grant proposals for their dissertation field or lab work and write-up as well as postdoctoral grants and fellowships.</p>	<p>Students must identify funding sources relevant to their thesis/dissertation research as part of the ANTH 652 course. The instructor of record evaluates these assignments as part of the student's grade in the course.</p> <p>The department will follow current students' and recent graduates' grant and publication records.</p>
<p>Students will be prepared to enter professional careers in academe or the public or private sector.</p>	<p>As demand warrants, the faculty will offer workshops on topics of professional development relevant for seeking professional employment.</p> <p>Graduate students who complete ANTH 652 receive training in cover letters, publication and peer review processes, preparing a syllabus, interviewing for jobs, and other professional development skills (academic and non-academic).</p>	<p>The Graduate Program Coordinator and the Administrative Assistant will oversee annual administration of an exit survey and an alumni survey distributed by mail. There will be an annual (fall) evaluation of survey data. These instruments will collect data on student (and alumni) employment, publications, grant proposals and satisfaction with the training provided by the program.</p>