

**Assurance of Student Learning  
2019-2020**

Potter College of Arts and Letters

Department of Folk Studies and Anthropology

608 Anthropology BA

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*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*

**Student Learning Outcome 1:** Describe key concepts, methods, and theories in anthropology and its four subdisciplines (cultural anthropology, biological anthropology, linguistic anthropology, and archaeology)

**Instrument 1** | Direct: Written exit exam submitted as part of mandatory exit experience

**Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** **Met**      **Not Met**

**Student Learning Outcome 2:** Critically synthesize anthropological information and theories in a logical, well-supported, well-written, and appropriately documented paper

**Instrument 1** | Direct: Paper portfolio submitted as part of mandatory exit experience

**Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** **Met**      **Not Met**

**Student Learning Outcome 3:** Apply anthropological concepts, methods, and theories in high-impact practices (e.g., research, service learning, experiential learning, study abroad/away, conference presentation)

**Instrument 1** | Direct: Exit conversation that is part of mandatory exit experience

**Instrument 2** | Indirect: Track numbers of students completing different types of high-impact practices beyond those offered in regular-load courses

**Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** **Met**      **Not Met**

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

Anthropology faculty implemented curricular changes

## Student Learning Outcome 1

|   |  |  |                |
|---|--|--|----------------|
| <b>Student Learning Outcome</b>   | Describe key concepts, methods, and theories in anthropology and its four subdisciplines (cultural anthropology, biological anthropology, linguistic anthropology, and archaeology)  |  |                |
| <b>Measurement Instrument 1</b>   | Direct: Written exit exam submitted as part of mandatory exit experience   |  |                |
| <b>Criteria for Student Success</b>   | Exam evaluated as passing on first attempt   |  |                |
| <b>Program Success Target for this Measurement</b>  | 80%  | <b>Percent of Program Achieving Target</b> | 86%            |
| <b>Methods</b>  | Four anthropology faculty independently evaluated essay exams submitted by 13 of 14 graduating majors and then collectively determined an overall assessment for each student. The target achieved of 86% is comparable to the 87% achieved in the previous year. One student (7%) judged as not passing on the first attempt was given verbal and written feedback and afforded the opportunity to revise and resubmit the exam, which she then passed with additional rewrites. Ten students (72%) passed on the first attempt but were required to do some rewrites. Two students (14%) passed outright on the first attempt. One student (7%) who graduated in summer term has not yet submitted the exam; once he submits, we anticipate the program target achieved will increase to 93%, which would be an increase of seven points over the previous year. |  |                |
| <b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>  |  | <b>Met</b>                                 | <b>Not Met</b> |
| <b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)   |  |  |                |
| <p>Anthropology faculty continued to place greater emphasis on key concepts, methods, and theories in required core courses in the major: 120 Introduction to Cultural Anthropology, 125 Introduction to Biological Anthropology, 130 Introduction to Archaeology, 135 Introduction to Linguistic Anthropology.</p> <p>Anthropology faculty created a new course, 499 Senior Seminar, that, in part, reviews key concepts, methods, and theories across the four subdisciplines, helping students to synthesize content they must include in their exit exams. The exit exam is one of the graded assignments in the course, which encourages students to do their best work on the exam. The course was offered for the second year in 2019-2020, with one section offered in each term; 12 of the 14 (86%) graduating majors opted to take the course and completed it. This is an increase from 16 of the 23 (70%) graduating majors in the previous year.</p> |  |  |                |
| <b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)   |  |  |                |
| In 2019-2020, anthropology faculty successfully proposed to revise the anthropology major to make 449 Senior Seminar a required course. This curricular change goes into effect for students declaring the major in and after Fall 2020.  |  |  |                |
| <b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)   |  |  |                |
| The exit exam rubric used to evaluate students had three categories (pass without rewrites, pass with rewrites, and fail), but in 2019-2020 we drafted a rubric with an additional category (pass with distinction), which needs to be finalized. Our plan to revise exit exam evaluation also involved doing blind review of exit exams by removing students' names and randomly assigning tracking numbers to the exams. However, due to time constraints in Fall 2019 and the pandemic in Spring-Summer 2020, we did not yet implement these changes. We plan to do so for the 2020-2021 assessment cycle, when we will next assess this outcome.  |  |  |                |

### Student Learning Outcome 2

|  |   |  |  |
|--|---|--|--|
| <b>Student Learning Outcome</b>  | Critically synthesize anthropological information and theories in a logical, well-supported, well-written, and appropriately documented paper   |  |  |
| <b>Measurement Instrument 1</b>  | Direct: Paper portfolio submitted as part of mandatory exit experience  |  |  |
| <b>Criteria for Student Success</b>  | Two papers from anthropology courses, submitted by graduating majors in paper portfolio, evaluated as passing without need of revision  |  |  |
| <b>Program Success Target</b>  | 80% pass and 10% pass with distinction  | <b>Percent of Program Achieving Target</b> | 64% passed and 29% passed with distinction |
| <b>Methods</b>   | Four anthropology faculty independently evaluated paper portfolios submitted by 13 of 14 graduating majors and conferred on overall assessment for each student. One student (7%) who graduated in summer term has not yet submitted the paper portfolio; once he submits, we anticipate the program target achieved for passing will increase to 71%. The percentage of students who passed with distinction more than doubled to 29% from 13% in the previous year. |  |  |
| <b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>   |   | <b>Met</b>                                 | <b>Not Met</b>                             |
| <b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)  |   |  |  |
| Anthropology faculty added a writing assignment of substantial length to a recently created biological anthropology course.  |   |  |  |
| <b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)  |   |  |  |
| Anthropology faculty will continue to require writing assignments of substantial length in a wide range of courses to insure that students pursuing different curricular pathways in the major have opportunities to research and compose at least two papers. In 2020-2021 we will consider increasing the required portfolio size to three papers.   |   |  |  |
| <b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)  |   |  |  |
| The research paper rubric used to evaluate students had two categories (pass and fail), but in 2019-2020 we drafted a rubric with four categories, which needs to be finalized. Our plan to revise paper evaluation also involved doing blind review of exit exams by removing students' names and randomly assigning tracking numbers to the exams. However, due to time constraints in Fall 2019 and the pandemic in Spring-Summer 2020, we did not yet implement these changes. We plan to do so for the 2020-2021 assessment cycle, when we will next assess this outcome. |   |  |  |

### Student Learning Outcome 3

|  |  |  |     |
|--|--|--|-----|
| <b>Student Learning Outcome</b>                    | Demonstrate ability to apply and reflect on anthropological concepts, methods, and theories in high-impact practices (e.g., research, service learning, experiential learning, study abroad/away, conference presentation)   |  |     |
| <b>Measurement Instrument 1</b>                    | Direct: Exit conversation that is part of mandatory exit experience  |  |     |
| <b>Criteria for Student Success</b>                | Description and self-assessment of high-impact practice presented orally to anthropology faculty   |  |     |
| <b>Program Success Target for this Measurement</b> | 80%  | <b>Percent of Program Achieving Target</b> | 86% |
| <b>Methods</b>                                     | Four anthropology faculty collectively evaluated each student's (n=13/14) description of the project, how it enriched their educational experience in anthropology and/or their anthropological perspectives, and how they anticipated applying that experience in the future. In Spring 2020, students had to complete this assessment in written format rather than verbal due to the pandemic. Twelve students (86%) were judged as passing and one student (7%) as failing. One student (7%) who graduated in summer term has not yet completed the exit conversation; once he submits, we anticipate the program target achieved for passing will increase to 93%, which will be a slight increase from 89% in the previous year.<br><br>Note: During the mandatory exit experience, graduating majors who did not complete a high-impact practice beyond those offered in regular-load courses described and self-assessed a HIP that they completed as part of a regular-load course. |  |     |

|  |   |  |                           |
|--|---|--|---------------------------|
| <b>Measurement Instrument 2</b>  | Indirect: Track numbers of students completing high-impact practices beyond those offered in regular-load courses   |  |                           |
| <b>Criteria for Student Success</b>  | Percentage of graduating majors who completed at least one high-impact practice   |  |                           |
| <b>Program Success Target for this Measurement</b>   | 50%   | <b>Percent of Program Achieving Target</b> | 86%                       |
| <b>Methods</b>   | Twelve (86%) of 14 graduating majors completed at least one HIP under anthropology faculty supervision, an increase from 78% in the previous year. Of them, one student completed one HIP, five students completed two HIPs, two students completed three HIPs, two students completed five HIPs, one student completed six HIPs, and one student completed nine HIPs including a FUSE-funded project, for a total of 42 HIPs. The types of HIPs were ten service learning projects, nine internships, seven study abroad programs, six directed studies or lab practia, six faculty grant project assistantships, and four conference presentations. |  |                           |
| <b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>   |   |  | <b>Met</b> <b>Not Met</b> |
| <b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)  |   |  |                           |
| Anthropology faculty used, and in some cases hired, anthropology majors to work on their applied and academic research projects, or supervised students in the conduct of their own research projects. They supervised student work in the program's lab facilities, the Anthropology Lab and the Ethnographic Video Production Lab. Anthropology faculty helped students identify and apply for funding to support their work. They assisted students in submitting abstracts and preparing papers and posters for presentation at conferences. |   |  |                           |
| <b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)  |   |  |                           |
| Anthropology faculty will continue to provide semester-long opportunities for as many interested students as possible and assist students in obtaining funding for such projects, as well as provide students with information about relevant and appropriate learning opportunities outside the department through bulletin board postings, in-class announcements, and the anthropology listserv. We will continue to develop and update relevant content for posting on our web site.   |   |  |                           |
| <b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)  |   |  |                           |
| In 2020-2021, we will create a rubric for evaluating the exit conversation, which we planned to do in 2019-2020 but did not due to the pandemic. We will conduct another online survey of majors who graduated in 2015-2020 (the previous one was conducted in 2018). Some questions will focus on how well their anthropology training prepared them for careers or graduate programs, how frequently they use that training, and the impacts of HIPs in their careers or graduate programs.  |   |  |                           |

## Department of Folk Studies and Anthropology Anthropology Program Exit Experience Rubrics

### Paper Portfolio

| Criterion                   | 4<br>Pass with distinction                                   | 3<br>Pass without revisions   | 2<br>Pass but revise  | 1<br>Fail  |
|-----------------------------|--|---|---|--|
| quality/quantity of sources | more than needed to cover topic, emphasis on primary sources | sufficient to cover topic, balance of primary and secondary sources | insufficient to cover topic, overreliance on secondary sources  | no sources   |
| introduction                | adequately introduces and contextualizes subject             | adequately introduces but does not contextualize subject            | inadequately introduces and inadequately contextualizes subject | no introduction                                      |
| thesis statement            | clearly stated, congruent with paper content                 | clearly stated but incongruent with paper content                   | not clearly stated, incongruent with paper content              | no thesis statement                                  |
| major topics                | all clearly identified and adequately developed              | most clearly identified and adequately developed                    | most clearly identified but some inadequately developed         | not clearly identified and/or inadequately developed |
| conclusion                  | adequately summarizes subject                                | partly summarizes subject   | inadequately summarizes subject                                 | no conclusion  |

|                       |   |  |   |  |
|-----------------------|---|--|---|--|
| organization          | content flows logically                                       | most content flows logically                                       | some content should be reordered                                | content does not flow logically                            |
| concepts and theories | based in anthropology, properly used/defined                  | mostly based in anthropology, few misuses                          | partly based in anthropology, some misuses                      | misused and/or non-anthropological                         |
| citations             | non-original information cited using format of the discipline | most non-original information cited using format of the discipline | some non-original information not cited and/or format incorrect | no citations   |
| bibliography          | reference list complete and formatted correctly               | reference list complete and few errors in format                   | few references missing and/or some errors in format             | many references missing or absent altogether, wrong format |
| grammar               | no grammatical errors   | few minor grammatical errors                                       | some grammatical errors   | many major grammatical errors                              |
| spelling              | no misspellings   | few misspellings   | some misspellings   | many misspellings  |

### Essay Exit Exam

| Criterion                 | <b>4<br/>Pass with distinction</b>   | <b>3<br/>Pass without revisions</b>   | <b>2<br/>Pass but revise</b>  | <b>1<br/>Fail</b>  |
|---------------------------|--|---|---|--|
| completeness              | all questions and sub-questions are answered, level of detail is consistent across all questions and sub-questions | all questions and sub-questions are answered, level of detail is consistent across most questions and sub-questions | few questions and sub-questions not answered or inadequately answered, level of detail is less consistent | many questions and sub-questions not answered or inadequately answered, level of detail is very inconsistent |
| key anthropology concepts | many concepts are properly incorporated, identified, and defined or described                                      | some concepts are properly incorporated, identified, and defined or described                                       | some misused, not identified, and/or not defined or described   | largely absent or many misused, not identified, and/or not defined or described                              |
| organization              | content flows logically, paragraphing is appropriate   | most content flows logically, few paragraphs excessively long or short  | some content should be reordered, some paragraphs excessively long or short                               | content does not flow logically, many paragraphs excessively long or short                                   |
| grammar                   | no grammatical errors  | few minor grammatical errors  | some grammatical errors   | many major grammatical errors  |
| spelling                  | no misspellings  | few misspellings  | some misspellings   | many misspellings  |