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| **Assurance of Student Learning Report**  **2020-2021** | |
| Potter College of Arts and Letters | Department of Folk Studies and Anthropology |
| 608 Anthropology BA | |
| Dr. Darlene Applegate, Anthropology Program Director and Department Head | |

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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, check 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, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:**  Apply anthropological concepts, methods, and theories in anthropology-related 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, check 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.)** | | | |
| Due to the added pandemic-related stresses on faculty and students in 2020-2021, we did not take any specific actions that were goals from the previous assessment cycle. We did not require that students complete the exit conversation as part of the mandatory exit experience, which is our direct measurement instrument for the third student learning outcome, so we evaluated that outcome as Not Met, despite the fact that nearly all of our graduating majors completed high-impact practices.  In 2021-2022 we will review rubrics for evaluating exit exams and paper portfolios and develop a rubric for exit conversations. We will implement the practice of blind reviews of students’ exit materials. We will continue to encourage graduating majors to complete the Senior Seminar course that, among other objectives, assists students with successfully completing the exit experience; the course is not required for the students who will graduate in 2021-2022, though we have since revised the requirement. We will consider increasing the size of the paper portfolio and conducting another survey of recent graduates. | | | |

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| **Student Learning Outcome 1** | | | | | |
| **Student Learning Outcome** | Describe key concepts, methods, and theories in anthropology and its four subdisciplines (cultural anthropology, biological anthropology, linguistic anthropology, and archaeology). | | | | |
| **Measurement Instrument 1** | Direct: Written exit exam submitted as part of mandatory exit experience | | | | |
| **Criteria for Student Success** | Exam evaluated as passing on first attempt | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | 90% | |
| **Methods** | Four anthropology faculty independently evaluated essay exams submitted by 10 of 12 graduating majors and then collectively determined an overall assessment for each student, using the attached rubric. The success rate of 90% is comparable to the 86% achieved in the previous year. Three students (30%) passed outright on the first attempt, which is double the percentage from the previous year. Six students (60%) passed on the first attempt but were required to do some rewrites. One student (10%) failed on the first attempt.  Two graduating majors have not yet submitted their exams, one of whom is graduating in summer and the other who informed us of his spring graduation the last week of that semester after dropping the Honors program. Once they submit, we anticipate both will pass and the success rate will increase to 92%. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | |
| 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, and 135 Introduction to Linguistic Anthropology.  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 third year in 2020-2021, with one section offered in each term. Of the ten students who submitted exit exams, six (60%) completed this optional course, a decrease from 86% the previous year. Two of the three students who passed the exam outright on the first attempt completed the course. Of the other four students who completed the course, three passed but had to do rewrites and one student failed the exit exam. The two students who have yet to submit their exit materials did not take the course. | | | | | |
| **Follow-Up** (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 revised the anthropology major to make 449 Senior Seminar a required course. This curricular change went into effect for students declaring the major in and after Fall 2020, so it will be several more years before we have a mechanism to hold students more accountable for completing the exit exam and other parts of the exit/culminating experience. We also anticipate that the percentage of students who pass outright on the first attempt will increase once all students are required to take Senior Seminar. | | | | | |
| **Next Assessment Cycle Plan** (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 implement these changes. We planned to do so for the 2020-2021 assessment cycle, but continued stresses from the pandemic prevented us from doing so. Therefore, we plan to take these actions in 2021-2022. | | | | | |

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| **Student Learning Outcome 2** | | | | |
| **Student Learning Outcome** | Critically synthesize anthropological information and theories in a logical, well-supported, well-written, and appropriately documented paper. | | | |
| **Measurement Instrument 1** | Direct: Paper portfolio submitted as part of mandatory exit experience | | | |
| **Criteria for Student Success** | Two papers from anthropology courses, submitted by graduating majors in paper portfolio, evaluated as passing without need of revision | | | |
| **Program Success Target** | 80% pass and 10% pass with distinction | **Percent of Program Achieving Target** | 80% pass and 20% pass with distinction | |
| **Methods** | Four anthropology faculty independently evaluated paper portfolios submitted by 10 of 12 graduating majors and conferred an overall assessment for each student, using the attached rubric. The portfolios of eight students (80%) were evaluated as passing and those of two students (20%) were evaluated as passing with distinction.  Two graduating majors have not yet submitted their paper portfolios, one of whom is graduating in summer and the other who informed us of his spring graduation the last week of that semester after dropping the Honors program. Once they submit, we anticipate both will pass and the success rate will be 83% pass and 17% pass with distinction. | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | |
| No actions were taken with respect to this learning outcome and measurement instrument this year. | | | | |
| **Follow-Up** (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 2021-2022 we will consider increasing the required portfolio size to three papers. | | | | |
| **Next Assessment Cycle Plan** (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 implement these changes. We planned to do so for the 2020-2021 assessment cycle, but continued stresses from the pandemic prevented us from doing so. Therefore, we plan to take these actions in 2021-2022. | | | | |

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| **Student Learning Outcome 3** | | | | | |
| **Student Learning Outcome** | Apply anthropological concepts, methods, and theories in anthropology-related high-impact practices (e.g., research, service learning, experiential learning, study abroad/away, conference presentation). | | | | |
| **Measurement Instrument 1** | Direct: Exit conversation that is part of mandatory exit experience | | | | |
| **Criteria for Student Success** | Description and self-assessment of high-impact practice presented orally to anthropology faculty | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | not assessed | |
| **Methods** | Ordinarily, the four anthropology faculty would have evaluated each graduating majors’ oral 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. However, due to the ongoing stresses associated with the pandemic for both faculty and students, the faculty decided to omit this requirement from the mandatory exit experience in 2020-2021. | | | | |
| **Measurement Instrument 2** | Indirect: Track numbers of students completing different types of high-impact practices beyond those offered in regular-load courses | | | | |
| **Criteria for Student Success** | Percentage of graduating majors who completed at least one high-impact practice | | | | |
| **Program Success Target for this Measurement** | | 50% | **Percent of Program Achieving Target** | 92% | |
| **Methods** | Eleven of 12 (92%) graduating majors completed at least one HIP outside of regular-load courses under anthropology faculty supervision, an increase from 86% in the previous year. Of them, three students completed one HIP, six students completed two HIPs, one student completed three HIPs, and one student completed six HIPs, for a total of 24 HIPs. The types of HIPs were eight internships, five directed studies or lab practia, four faculty grant project paid positions, four study abroad programs, two service learning projects, and one conference presentation. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | |
| Anthropology faculty helped students identify opportunities to participate in high-impact practices outside of regular-load courses. Anthropology faculty used, and in some cases hired, anthropology majors to work on their applied and academic research projects. They supervised student work in the program’s Anthropology Lab.  Despite the high percentage of students who completed at least one anthropology-focused high-impact practice during their tenure at WKU, we evaluated this learning outcome as not met since we did not implement the direct measurement instrument. | | | | | |
| **Follow-Up** (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, anthropology-related 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. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome.) | | | | | |
| In 2021-2022, we will reinstate the direct measurement instrument for this learning outcome. We also will create a rubric for evaluating the exit conversation, which we planned to do previously but did not due to the pandemic.  We may conduct an online survey of majors who graduated over the last three years (2018-2019 to 2020-2021) to gather information about students who graduated since the previous survey was conducted in 2018 as part of the CAPE process. We may re-survey our 2013-2018 graduates, who were the subjects of the previous survey, to track changes in their professional lives over the last several years. As with the previous survey, some questions would 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. We also would seek to learn how the pandemic impacted our graduates’ professional lives. | | | | | |

**Department of Folk Studies and Anthropology**

**Anthropology Program**

**Exit Experience Rubrics**

**Paper Portfolio**

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| **Criterion** | **4**  **Pass with distinction** | **3**  **Pass without revisions** | **2**  **Pass but revise** | **1**  **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 incon-gruent with paper content | not clearly stated, incon-gruent 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 anthro-pology, few misuses | partly based in anthro-pology, 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**

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| **Criterion** | **4**  **Pass with distinction** | **3**  **Pass without revisions** | **2**  **Pass but revise** | **1**  **Fail** |
| 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 para-graphs excessively long or short | content does not flow logically, many para-graphs 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 |