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| **Assurance of Student Learning Report**  **2022-2023** | | |
| Potter College of Arts and Letters | | Department of Folk Studies and Anthropology |
| 608 Anthropology Major | | |
| Darlene Applegate, Department Chair and Anthropology Program Coordinator | | |
| Is this an online program?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here  Yes, they match! (If they don’t match, explain on this page under Assessment Cycle**)** | |

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| **Summary** | | | |
| **Program 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** | Written essay 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** |
| **Program Student Learning Outcome 2:**  Critically synthesize anthropological information and theories in a logical, well-supported, well-written, and appropriately documented paper. | | | |
| **Instrument 1** | 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** |
| **Program 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** | Exit conversation that is part of mandatory exit experience [direct] | | |
| **Instrument 2** | Numbers of students completing different types of high-impact practices beyond those offered in regular-load courses [indirect] | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| All learning outcomes were assessed in 2022-2023 and there will be no changes to the learning outcomes or instruments in the next cycle. We did revise our curriculum map (attached) based on feedback obtained from the external review committee as part of Academic Program Review in Spring 2023. | | | |

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| **Program Student Learning Outcome 1** | | | | | |
| **Program 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** | Written essay exam submitted by anthropology majors as part of mandatory exit experience | | | | |
| **Criteria for Student Success** | Score of at least 2 using attached rubric on first attempt. | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | 92% | |
| **Methods** | Essay exams submitted by all 13 graduating majors were anonymized and evaluated by program faculty using the attached rubric. Twelve students (92%) passed the exam on the first attempt, which exceeds the 80% target for success. Of these students, nine (75%) scored 2 and were required to make revisions to their exams, and three students (25%) scored 3, meaning they passed and were not required to make revisions; no students scored 4 for passing with distinction, a category of evaluation in our rubric that was implemented for the first time this year. One student (8%) failed the exam on the first attempt, but their revised exam (second attempt) was evaluated as passing. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle** | | | | | |
| **Results**. The results are expected and are comparable to pre-pandemic percentages. (During the pandemic the numbers of majors completing the exit experience including the exit exam varied, and we lacked a mechanism to enforce their participation.) One data point that stood-out in 2022-2023 is the relatively high percentage of students this year who passed the exam without having to make revisions (score of 3); all of these students completed the Senior Seminar course, in which the topics covered by the exit exam are covered. Also notable is the fact that the student who failed the exam on the first attempt was not enrolled in the Senior Seminar course.  **Conclusions**. This is the first year we anonymized exams and implemented a revised rubric with a fourth category of evaluation, and we conclude that both changes to the assessment protocols are effective and will be continued. Anonymization reduced unintentional bias and the additional evaluation level allows for more nuanced distinctions among students’ performance.  While the content covered by the exit exam is covered in introductory and upper-level courses in the major, we conclude that the ANTH 499 Senior Seminar course is an effective strategy for insuring students meet this programmatic learning outcome as demonstrated by their exam performance. The course provides opportunities for students to review and synthesize the exam content, and exam scores are a major component of the course grade. However, this course became a requirement for anthropology majors declaring in and after Fall 2020, so it will be another year before all majors will be required to complete the course. Once this is the case, we expect all students to pass the exam on the first attempt to all program faculty (score of 2 or higher).  A related conclusion is that the schedule for exam submissions and revisions relative to the Senior Seminar course should be reconsidered. Currently all majors submit their written exit exams to all program faculty by Week 11 of the semester, faculty evaluate and discuss the exams for two weeks, and students get individualized feedback from faculty during Week 14. If students are required to make revisions, those are due in Week 15. Students in the Seminar course are graded by the course instructor on their initial submission and again on their revised exam.  A final conclusion is that faculty should reconsider our targets for success as we continue to adjust our evaluation procedures and as more students complete Senior Seminar.  **Plans**. In the next assessment cycle, we will revise the exam submission schedule for students in the Senior Seminar course. Students will be required to submit their exit exam to the instructor several weeks *before* it is due to all faculty, so that the instructor can provide feedback for improvement prior to student submission to all program faculty. With students’ earnest attempts to address that feedback, those students’ exams should be evaluated by all faculty as passing in the first attempt without need of revision (score of 3).  In future assessment cycles, as we update the Senior Seminar course schedule and get all majors into the course, we will establish new targets for success. One target will be 100% of students passing in the first attempt with a score of at least 2. A second target will be 30% of students passing in the first attempt without need of revision (score of 3). | | | | | |

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| **Program Student Learning Outcome 2** | | | | | |
| **Program Student Learning Outcome** | Critically synthesize anthropological information and theories in a logical, well-supported, well-written, and appropriately documented paper. | | | | |
| **Measurement Instrument 1** | 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 for this Measurement** | | 80% pass without revisions  10% pass with distinction | **Percent of Program Achieving Target** | 85% pass without revisions  15% pass with distinction | |
| **Methods** | Paper portfolios submitted by all 13 graduating majors were evaluated by program faculty using the attached rubric. The portfolios of 11 students (85%) passed without need of revisions and those of two students (15%) passed with distinction, with both metrics exceeding program targets. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle** | | | | | |
| The results are expected and are comparable to previous cycles. We conclude that anthropology faculty are offering adequate opportunities for students to prepare and receive detailed feedback on researched written assignments of substantial length across a wide range of courses, including those required in different major concentrations. There are no plans to make changes to this outcome or instrument in the next assessment cycle. | | | | | |

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| **Program Student Learning Outcome 3** | | | | | | |
| **Program 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** | Exit conversation that is part of mandatory exit experience [direct] | | | | | |
| **Criteria for Student Success** | Successful description and self-assessment of high-impact practice presented orally to program faculty | | | | | |
| **Program Success Target for this Measurement** | | | 80% | **Percent of Program Achieving Target** | 100% | |
| **Methods** | Program faculty evaluated each student’s oral description of a high-impact practice in which they engaged, how it enriched their educational experience in anthropology and/or their anthropological perspectives, and how they anticipated applying that experience in the future. All 13 graduating majors (100%) successfully described and reflected on at least one high-impact practice, including original research projects, study abroad programs, and field schools. | | | | | |
| **Measurement Instrument 2** | Numbers of students completing different types of high-impact practices beyond those offered in regular-load courses [indirect] | | | | | |
| **Criteria for Student Success** | Percentage of graduating majors who completed at least one high-impact practice outside regular-load courses | | | | | |
| **Program Success Target for this Measurement** | | 50% | | **Percent of Program Achieving Target** | 69% | |
| **Methods** | Nine of the 13 graduating majors (69%) completed at least one HIP outside of regular-load courses. Of them, four students completed one HIP, two students completed two HIPs, two students completed three HIPs, and one student completed five HIPs, for a total of 19 HIPs. The types of HIPs were five service learning projects, four study abroad/away programs, three internships, two directed studies, two lab practica, two grant-funded paid positions, and one conference presentation. | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle** | | | | | | |
| The results are expected, including the lower percentage of students doing HIPs compared to previous cycles (even though the target was exceeded). We conclude that anthropology faculty are successful in helping students identify opportunities to participate in anthropology-related high-impact practices outside of regular-load courses, even during years when opportunities for this cohort of graduates were more limited due to the pandemic. In the next assessment cycle, we will develop a rubric for evaluating the exit conversation, as well as consider increasing the target for the indirect instrument. | | | | | | |

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**Department of Folk Studies and Anthropology**

**Anthropology Program**

**Exit Experience Rubrics**

**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 |

**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 |