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| **Assurance of Student Learning Report**  **2023-2024** | | |
| 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 of Program Results** | | | |
| **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 2023-2024 and there will be no changes to the learning outcomes or instruments in the next cycle. However, in the next cycle we will begin discussions on our learning outcomes and instruments to consider input from a new faculty member in applied cultural anthropology. We also will develop a rubric for one instrument related to program SLO 3. 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 [rubric attached] | | | | |
| **Criterion for Student Success** | Anonymized exam evaluated by program faculty as passing on first attempt with score of at least 2 or a score of 3 using attached rubric | | | | |
| **Program Success Target for this Measurement** | | 100% (2 score), 30% (3 score) | **Percent of Program Achieving Target** | 100% (2 score), 50% (3 score) | |
| **Methods** | Essay exams submitted by 18 graduating majors were anonymized and evaluated by program faculty using the attached rubric. All students passed the exam on the first attempt with a score of at least 2, which meets the 100% target for success. Of these students, nine (50%) scored 2 and were required to make revisions to their exams, and nine students (50%) scored 3, meaning they passed and were not required to make revisions, and this exceeded the target of 30%. No students scored 4 for passing with distinction, a category of evaluation added to our rubric in the last assessment cycle. No students failed the exam on the first attempt. | | | | |
| **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**. As planned in our previous assessment, in this cycle we established new targets for success, with one target being 100% of students passing in the first attempt with a score of at least 2 and a new/second target being 30% of students passing in the first attempt without need of revision (score of 3). (The previous target was 80% passing in the first attempt with a score of at least 2.) We are pleased that students we met the first target and especially gratified that they exceeded the second target by 20%.  **Conclusions**. This is the second cycle when we anonymized exams and implemented a revised rubric with a fourth category of evaluation, and we continue to consider both changes to be effective. Anonymization reduced unintentional bias. The additional evaluation level allows for more nuanced distinctions among students’ performance, even though we didn’t award a score of 4 to any graduates in this cycle.  As planned in our previous assessment, in this cycle we revised the exam submission schedule for students in the ANTH 499 Senior Seminar course. While the content covered by the exit exam is covered in introductory and upper-level courses in the major, 499 provides opportunities for students to review and synthesize the exam content. In spring the course schedule and assignments were modified such as students submitted drafts of the exit exam in four parts over the semester, giving them the option to make revisions prior to submitting the final version to the entire faculty. This did result in improved exams, so one reason for the high percentage of students passing with a 3 score is this change in Senior Seminar. Of the students who had the extra feedback in 499 this spring, 71% scored 3 and just 29% scored 2. Those students who had Senior Seminar in a previous semester still benefitted from in-class discussions of exam topics as indicated by 40% earning a 3 score, but at 60% or twice as many scored 2 and had to do revisions. One student who scored 2 (pass but needing revision) did not take Senior Seminar because it was not in their degree program. This course became a requirement for anthropology majors declaring in and after Fall 2020, so it could be another year before all graduating majors will be required to complete the course.  **Plans**. In the next cycle, shift the exit exam draft submission schedule earlier in the term so that final exam drafts are ready for submission to the entire anthropology faculty by Week 9 or 10 of the semester. In addition, offer 499 once per year (in fall semester) as opposed to both semesters as has been the case for years. This will help to address minimum course enrollment requirements and faculty workload expectations. | | | | | |

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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 [rubric attached] | | | | |
| **Criterion 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 (3 score)  10% pass with distinction (4 score) | **Percent of Program Achieving Target** | 61% pass without revisions (3 score)  39% pass with distinction (4 score) | |
| **Methods** | Paper portfolios submitted by all 18 graduating majors were evaluated by program faculty using the attached rubric. The portfolios of 11 students (61%) passed without need of revisions (score of 3) and those of seven students (39%) passed with distinction (score of 4). While it appears that our target was not achieved for the first metric, we consider the SLO achieved and met because any student who passed with distinction by default also passed without revision. We need to clarify/revise the success target, similar to the method for SLO 1. | | | | |
| **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** | | | | | |
| **Results and Conclusions**. 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.  **Plans**. In the next assessment cycle we will clarify the program success target and revise it to require a higher level of student success: 100% pass without revision (score of at least 3) and 20% pass with distinction (score of 4). | | | | | |

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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 | | | | | |
| **Criteria for Student Success** | Effective 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** | 94% | |
| **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 17 (94%) graduating majors who completed the exit experience recently successfully described and reflected on at least one high-impact practice, including original research projects, study abroad programs, and field schools. One graduate who did the exit experience in Fall 2012 never completed the exit conversation due to constant deferrals related to family illness. | | | | | |
| **Measurement Instrument 2** | Numbers of students completing different types of high-impact practices beyond those offered in regular-load courses | | | | | |
| **Criteria for Student Success** | Completing at least one high-impact practice outside regular-load courses | | | | | |
| **Program Success Target for this Measurement** | | 50% | | **Percent of Program Achieving Target** | 94% | |
| **Methods** | Seventeen (94%) of the 18 graduating majors completed at least one HIP outside of regular-load courses (which typically have their own HIPs). Of them, two students completed one HIP, four students completed two HIPs, two students completed three, one student completed four, two students completed five, two students completed six, one student completed eight, one student completed nine, one student completed 11, and one student completed 14, for a total of 84 HIPs. The mean number of HIPs completed for all graduates is 4.7, the median is 3.5, and the mode is two. The types of HIPs were 30 (36%) service learning projects, 14 (17%) study abroad/away programs and 14 (17%) conference presentations, ten (12%) internships, five (6%) externally funded paid positions, four (5%) directed studies, three (4%) lab practica, two (2%) semester-long original research projects, and two (2%) publications. | | | | | |
| **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** | | | | | | |
| **Results.** The results are expected and indicate not only a rebound from pandemic-era declines (even though the target was met in those years). The results indicate this was the most engaged cohort of anthropology majors since we’ve compiled ASL reports, as they represent the largest percentage of students meeting the indirect instrument’s target and the largest number of HIPs. The previous high targets were 92% of 2020-2021 graduates completing at least one HIP, as well as a total of 50 HIPs by 2018-2019 graduates, which this cohort exceded by 68%.  **Conclusions**. 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. The Kentucky Archaeological Survey has helped to create additional engagement opportunities for our majors.  **Plans**. In the next assessment cycle, we will develop a rubric for faculty evaluation of the exit conversation (Instrument 1) that will include a four-point scoring system similar to that used for evaluating exit exams and exit paper portfolios, as well as consider increasing the target for the HIPs outside regular-load courses (Instrument 2). | | | | | | |



**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 |