Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): B.A. Anthropology; Anthropology Minor
Department: Sociology & Anthropology
College/School: Arts & Sciences
Person(s) Responsible for Implementing the Plan: Undergraduate Director, Anthropology Coordinator and Faculty
Date Submitted: 06/15/17

Department Mission

The mission of the Department of Sociology and Anthropology is to produce and provide foundational, advanced, and practical knowledge in the Social Sciences and Forensic Science. Students are taught to think critically, discern and reconcile contradictory views, weigh factual evidence and move social discourse in inclusive, nuanced, and rational directions. At the same time, we work to expand knowledge of social behavior and advance public dialogue beyond the academy. We engage the community by teaching students to see communities as interacting social components while developing the professional skills to communicate and collaborate effectively to improve social well-being for all. We offer cutting edge education while serving the University, our professions, and the community in the Jesuit tradition.

Program Objectives

The B.A. program in anthropology aims to provide students with a solid foundation in the social science field of anthropology. The Anthropology degrees (major and minor) focus on a holistic understanding of human evolution, interdependence of global life, modern cultural complexity and diversity, and we highlight a cultural sensitivity that makes the program a unique contribution to students' academic education. Key program components include a rigorous social science curriculum focused on three subfields of anthropology: cultural anthropology, biological anthropology, and archaeology; lab courses that provide a hands-on learning dimension; practical applied experiences through fieldwork opportunities and independent research projects; and connections made with the larger community via internships, study abroad opportunities, and a senior capstone project. The program draws upon the strengths of the existing faculty in various disciplines across the College and the University (e.g., Center for Intercultural Studies, the Law School, the Medical Campus) and the community (e.g., the St. Louis Zoo, Cahokia Mounds, other agencies within the city). In

addition, it supports the efforts of faculty who have interests in sustainability/human impact, conservation, globalization processes, peace and conflict in the U.S. and worldwide/cross-cultural dialogues. The program also attempts to foster a student's ability to think critically, to reason logically, to present persuasively and to apply learned knowledge. Finally, the anthropology program (like others in our multi-disciplinary department) strives to instill a sense of justice and compassion, based on the Jesuit mission, in each student such that they understand what it means to be "women and men for others." Together, these skills will provide the student with the ability to operate in the community as a professional or to move on to obtaining a graduate degree.

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
What do you expect all students who complete the program to know, or be able to do?	*Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?*	*How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.*	*How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?*

Goal #1: Anthropology majors will demonstrate an understanding of the role of theory in social analysis. Learning Outcomes: a) describe the role of theory in building anthropological knowledge b) compare and contrast basic theoretical orientations; or, identify assumptions in analyses and arguments c) apply theories to examples or situations	SOC 3200: Anthropological Theory SOC 4870: Anthropological Capstone	Direct Measures: An assessment committee evaluates samples of student work (capstone papers) using a rubric with a scale of 1-5 (1 = unacceptable, 3 = adequate, 5 = excellent) for each of the learning outcomes. Indirect Measures: In an exit interview (i.e., focus group) with all graduating seniors, we will ask students to report their perceptions of the degree to which they have met these learning outcomes.	**Year One:** An assessment committee will examine assessment data every May/June. Their report will then be shared with the faculty by email and discussed at department retreat every August. Any changes that are made at the department or instructor levels will be conveyed back to assessment committee. The assessment committee will submit an annual report to the University Assessment Coordinator.
Goal #2: Anthropology majors will understand the role of qualitative and quantitative research methods in the social sciences: Learning Outcomes: a) compare and contrast methodological approaches for gathering data b) design a small study c) critically assess a published research report	SOC 2000 Research Methods ANTH 2080/4080 Urban Issues ANYH 2200 Cultural Anthropology SOC 3020 Qualitative Research ANTH 4530 Urban Ethnography Other relevant coursework and research projects.	Direct Measures: An assessment committee evaluates samples of student work (capstone papers) using a rubric with a scale of 1-5 (1 = unacceptable, 3 = adequate, 5 = excellent) for each of the learning outcomes. Indirect Measures: In an exit interview (i.e., focus group) with all graduating seniors, we will ask students to report their perceptions of the degree to which they have met these learning outcomes.	**Year Two:** An assessment committee will examine assessment data every May. Their report will then be shared with the faculty by email and discussed at department retreat every August. Any changes that are made at the department or instructor levels will be conveyed back to assessment committee. The assessment committee will submit an annual report to the University Assessment Coordinator.

Goal #3: Anthropology- majors will have the skills necessary to communicate effectively in written and oral forms. Learning Outcomes: a) write a clear and convincing anthropological analysis of an event, issue, or problem b) make an oral presentation that is succinct, clear, convincing, and professional c) use computerized and online resources to find information (e.g., databases, reputable internet websites, government statistics, etc.) d) evaluate the strengths and weaknesses of information sources, and assess which references are appropriate for academic research	SOC 4870 Capstone in Anthropology	Direct Measures: An assessment committee evaluates Capstone papers and presentations from a sample of students, using a rubric with a scale of 1-5 (1 = unacceptable, 3 = adequate, 5 = excellent) for each of the learning outcomes. Indirect Measures: In an exit interview (i.e., focus group) and survey with all graduating seniors, we will ask students to report their perceptions of the degree to which they have met these learning outcomes.	**Year Three:** An assessment committee will examine assessment data every May. Their report will then be shared with the faculty by email and discussed at department retreat every August. Any changes that are made at the department or instructor levels will be conveyed back to assessment committee. The assessment committee will submit an annual report to the University Assessment Coordinator.

1. **It is <u>not recommended</u> to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

    We will assess one learning goal (with the associated learning outcomes) per year, on a rotating basis.
    - 2017 — Goal 1 (with associated learning outcomes)
    - 2018 — Goal 2 (with associated learning outcomes)
    - 2019 — Goal 3 (with associated learning outcomes)
    - 2020 — Repeat cycle

    The ~~Aa~~nthropology division and undergraduate director, in consultation with the department chair, will create and supervise an assessment committee, charged with (a) collecting and analyzing assessment data, (b) reporting findings, (c) tracking revisions to the curriculum, (d) updating and improving assessment plan, and (e) reporting activities to the University Assessment Coordinator.

The materials for the outcomes will be collected and evaluated on an annual basis. The Anthropology Capstone project is a synthesis of the undergraduate experience in the anthropology major and represents cumulative knowledge and a foundation of methodology, theory, and critical thinking skills.

2. **Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?**

Currently, these assessment efforts are not coordinated with any other courses or programs in Madrid. We do accept occasional coursework in anthropology/archaeology from the Madrid campus for those students doing a semester abroad.

3. **The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:**

    a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

        Each year when a set of outcomes are evaluated, faculty members will review and suggest changes (if needed) in the collection of information, analysis or items used to indicate anthropological competence.

b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

We will ask students for their feedback via the senior Capstone course, Exit Interviews with Majors, the Anthropology Club, and in advising sessions with our majors and minors.

c. What external sources were consulted in the development of this assessment plan?

Stevens, D. D. and Levi, A. J. (2013). *Introduction to Rubrics* (2nd Edition). Virginia: Sterling Press.

Walvoord, B. E. (2010). *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education* (2nd Edition). Jossey-Bass.

BA in anthropology programs reviewed:
- Santa Clara University
- Northern Illinois University
- Creighton University
- Fordham University
- Canisius College
- Loyola University – Chicago
- Marquette University
- SIU – Edwardsville
- SIU - Carbondale

d. Assessment of the manageability of the plan in relation to departmental resources and personnel.

Anthropology faculty members will keep electronic/hard copies of all relevant materials done by students, and will meet throughout the year to discuss assessment plans.

e. The original assessment plan was deemed too abstract in its goals and without student learning outcomes by Dean LaVoie and Ms. Thatcher. No, revision was forthcoming from program faculty. After soliciting feedback from the anthropology faculty, Drs. Colignon and Jennings revised the Assessment Plan to be more practical to implement in the future.

SAINT LOUIS UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
Capstone in Anthropology
ANTH 4970 01

Rubric for Evaluating Capstone Papers and Presentations

Name of presenter:_____

Topic: _____

Please rate the presentation on a scale of 1 (lowest score) to 5 (highest score).

Content
- _____Clearly introduces topic and states thesis
- _____Transitions smoothly and explicitly between sections and main points
- _____Defines key concepts precisely and accurately
- _____Uses insightful data or examples to demonstrate points
- _____Summarizes and explains implications in conclusion
- _____Uses readings effectively -- quantity, quality, and ideas/quotes

Presentation
- _____Professional appearance and attire
- _____Presentation demonstrated adequate preparation
- _____Research is clearly and succinctly stated
- _____Presentation progresses logically
- _____Visual aids (Power Point, graphs, charts, etc.) are appropriate and helpful
- _____Student was able to answer questions posed by audience
- _____Acknowledged CFM and others involved in the project

_____

Format and Style (Evaluated by Capstone Faculty Mentor only)
- _____Title page has informative yet interesting title, plus name, course, date, and professor's (CFM) name
- _____Citations and reference section are done correctly
- _____Correct grammar is used (spelling, punctuation, verb tense, etc.)
- _____Pages are numbered --except title page, which is implicitly page "0"

Process (Evaluated by Capstone Faculty Mentor only)
- _____Made regular and consistent progress throughout semester
- _____Did not miss, cancel, or reschedule appointments more than once or twice
- _____Met key deadlines laid out in syllabus

Additional comments

Rubric for Assessing Goal #1

Paper #_____ Last Name_____

1) **Does the student demonstrate the ability to describe the role of theory in building anthropological knowledge?**

   Poor   Adequate   Excellent

   1   2   3   4   5   Not applicable
                                                                    to paper's topic

Comments:

2) **Does the student demonstrate the ability to compare and contrast basic theoretical orientation; or, identify assumptions in analyses and arguments?**

Poor   Adequate   Excellent

   1   2   3   4   5   Not applicable
                                                                    to paper's topic

Comments:

3) **Does the student demonstrate the ability to apply theories to examples or situations?**

Poor   Adequate   Excellent

   1   2   3   4   5   Not applicable
                                                                    to paper's topic

Comments:

Rubric for Exit Interviews

Structured Exit Interview with Graduating Seniors

Focus group questions.

1. What was the most interesting question on the questionnaire?

2. What was/were you favorite courses in the major?

3. What elective courses would you suggest we create?

4. Weakness in the curriculum—What required courses would you suggest we create?

5. Do you have a sense of the breadth of knowledge of this discipline?

6. Were courses with hands-on-experience helpful?

7. Do you think you received helpful guidance from you mentor?

8. Do you believe you have received sufficient training in social science theories to think and discuss information critically? Ask critical analytic questions about the logic of an argument.

9. Do you believe you have received sufficient training in social science methodology to follow and critique the logic and empirical bases of information presented?   Ask questions about the empirical basis of arguments.

10. Other Issues:
        a. Facilities?
        b. Research Experience?
        c. Security issues?

11. What additional questions should we be asking?

Notes on responses:

Graduating Senior Survey: Spring 2017

Contact Information

Name _____

Age   _____

Email Address (post- graduation) _____

Permanent mailing address (post-graduation)_____

_____

_____

Major(s) _____

_____

Minor(s) and Certificates_____

_____

Following Graduation

    Select one of the following that represents your plans following graduation:

☐ Graduate School   ☐ Seeking Employment

☐ Law School   ☐ Employment (already obtained)

☐ Medical School   ☐ Other _____

1.   If you have been <u>accepted</u> into a program of post-graduate education please indicate which institution you will be attending and your program of study (e.g. Saint Louis University, Master's Degree in XXXX) _____

_____

_____

2.   If you have been <u>accepted</u> into a program of post-graduate study, have you been awarded any scholarships, fellowships or assistantships? If so, please briefly describe _____

_____
_____
_____

3.   If you are planning to <u>seek employment</u> what field and what type of job are you seeking? (i.e. computer programmer with Microsoft). _____

_____
_____

4.   If you have <u>already secured employment</u> what is your field of employment (i.e computer programming) and what is your job title (programmer)? For which company or organization will you be working _____

_____
_____

5.   Please list any suggestions about how the Department of Sociology and Anthropology could have better prepared you for your post-graduation career plan.

_____
_____
_____
_____
_____

6.   Did you do undergraduate research? (circle one)   Yes   No

7.   If yes: Who was your faculty advisor for that research _____?

8.   If yes: Please describe your research project(s) _____

_____
_____
_____

9.   Did you do a field school or internship/practicum during your undergraduate education at Saint Louis University? (circle one)   Yes   No

10.   If yes: Which field school or internship/practicum (where)?

_____
_____

11.   How would you describe your field school/internship/practicum experience?
_____
_____
_____

12.   Do you believe that your field school/internship/practicum experience helped
prepare you for your post-graduation career plans?_____
_____
_____
_____

13.   Did you apply for any post-graduation scholarships (i.e. Fulbright, Marshall)?
(Circle One)   Yes   No

14.   If yes, please list which of the scholarships you applied _____
_____
_____

15.   Please list your level of success in those applications (i.e. finalist for Fulbright
application). _____
_____
_____

Thank you for completing the survey. **Your assistance will help the Department of Sociology and Anthropology better assist future students in the program. Please stay in touch with the program in future years and keep us informed as your career advances. Please also keep the Department informed when you change mailing addresses, so we may keep you apprised of the Department's progress.**