Saint Louis University
Program Assessment Annual Reporting

It is recommended program assessment results be used to **celebrate achievements of student learning** as well as to **identify potential areas for future curriculum improvement**.

Please email this completed form as an attachment to thatcherk@slu.edu

**CAS PROGRAMS: Please email this completed form by July 1 to Donna LaVoie lavoiedj@slu.edu**

1. **Degree Program(s) included in this report:** Anthropology
2. **Department:** Sociology and Anthropology
3. **School/Center/College:** College of Arts and Sciences
4. **Name(s):** Richard Colignon, Mary R. Vermilion
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**Instructions:** Please answer the following **five** questions to the best of your ability for each degree program offered within your department.

1. Summarize your **assessment activities** during the past year for each degree program and how this work relates to the established assessment plan (e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.). Please include how Madrid courses/program were involved.
The Anthropology program assessment activities implemented during this past year include the following: Capstone, Exit interviews; Diversity courses (see Appendix A, B, and C for rubrics). The capstone and exit interviews exclusively focused on the graduating anthropology majors and are the basis of our program assessment.

All anthropology majors must complete a capstone as part of the requirements of their major. The anthropology faculty rated each student capstone presentation according to a rubric (Appendix A). In addition, two members will read each capstone paper to determine if the students exhibited proficiency in meeting assessment goals 1 and 2: demonstrate knowledge of anthropology concepts and theory, and 2) demonstrate knowledge of anthropological methodology.

Further, all graduating anthropology majors were invited to an exit interview to give students the opportunity to provide additional information on the strengths and weaknesses of the program in developing their sense of proficiency in meeting goals 1 and 2 (Appendix B).

In addition, all students that took anthropology courses that meet the Arts and Science requirements of U.S. Diversity or Global Diversity were surveyed at the end of the spring semester to assess the objectives (Appendix C).

No courses in this program are taught at the Madrid campus. However, archaeology courses are taught. We may initiate discussion of how anthropology courses are assessed.
2. Describe specific **assessment findings** related to the **learning outcomes** assessed for each degree program, including any pertinent context surrounding the findings. Please include the **learning outcomes themselves**. *(e.g. Our goal was that 75% of students performed at the “proficient” level of competency in problem solving, using a new scoring rubric. 81% of students performed at the “proficient” level in problem solving, exceeding our expectations.)* Do not include student-level data. Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.

1) The findings for the capstone presentations were very good. We will review the capstone papers later this summer.

2) The findings for the exit interviews reflected students confidence in their command of anthropological concepts, theory, and methodology (see Appendix B for interview schedule). The findings from the exit interview included:
   a. Students felt the introduction and core courses met the needs for satisfying breadth of the field including concepts and theory.
   b. Theory and Methods courses were “not fun” but they recognized them as necessary and even helpful for their capstone projects.
   c. They suggested more hands-on courses—mini-ethnography projects, additional field school experiences and internships.
   d. They suggested more scaffolding of methodology courses across the curriculum to help in preparation for capstone.

3) The findings for the U.S. and Global diversity course were excellent. A score of 10 was ranked as high and 1 was ranked as low.
   a. The findings for the U.S. diversity were excellent. The average score for:
      i. Q1 was 7.90 - understand the challenges faced by underrepresented social groups
      ii. Q2 was 7.90 - understand that conflict as well as cooperation between social groups
      iii. Q3 was 8.01 - help you identify individual and institutional forms of discrimination
      iv. Q4 was 7.90 - confronting and critically analyzing your own values and assumption
      v. Q5 was 8.20 - understand that moral and political questions of justice and equality
   b. The findings for the global diversity were excellent. The average score for:
      i. Q1 was 8.20 - you identify sources of conflict, cooperation, and/or competition
      ii. Q2 was 8.10 - help you understand how people and nations confront inequality
      iii. Q3 was 8.41 - understand how perceptions of “otherness” impact leaders, communities, and/or community building
      iv. Q4 was 8.51 - understanding that individual lives and choices can impact global and international issues
      v. Q5 was 8.55 - comprehend that your values are interconnected with the values of other people
*Note: There was some confusion in the administration suggesting that the department should better label US vs Global Diversity to make sure the appropriate rubric form is circulated to the students in the appropriate courses. Another suggestion was that we add a reflection component to courses to help build a tighter relationship to the diversity objectives.

*Please attach any tables, graphics, or charts to the end of this report.

3. Describe how assessment feedback has been provided to students, faculty, and staff. *(e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.)*

   (1) Assessment findings will be given to faculty members that teach the diversity courses and capstone.

   (2) A final report regarding the finding will be made at the August faculty retreat.

   (3) Findings will be shared with students via an email through the department newsletter in the fall and spring.

4. In what ways have you used assessment findings to celebrate student achievements and/or to improve the curriculum this past year? *(e.g. prizes to students, hosting student parties, changes to curriculum, student projects, learning goals, assessment strategies, etc.)*

   (1) Based on the capstone projects, faculty are given an opportunity to vote on the best capstone for Anthropology. The best capstone project is given an award with public recognition at our graduation event. Also, top capstone students present their work at Senior Legacy and Sigma Xi.

   (2) Faculty members nominate students to highlight research via a 3-5 minute video. (See student profile at the department website)

   (3) We have concluded that all the rubrics need some level of revision and faculty need to do a better job of introducing the assessment rubric to the students during the first class of the semester and early in the capstone course.

5. Describe any changes to your assessment plans, or any challenges or educational experiences with the assessment process this past year that you would like to share.
Faculty discussions included the idea of presenting an even more explicit capstone rubric to help guide the students in their projects. We have already started this process.

A topic for discussion in the fall is possible additions to or revisions of the rubric for the evaluation of capstone presentations.

A topic for faculty discussion is revision of the diversity assessment instrument and the exit interview schedule of questions.

A topic is how to provide students with more time/opportunity to work on their capstone projects and to practice their presentation skills.

Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.
APPENDIX A

SAINT LOUIS UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
Capstone in Anthropology
SOC/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
APPENDIX B

Exit Interview with Graduating Seniors

Focus group questions:

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

2. What elective courses would you suggest we create?

3. What required courses would you suggest we create?

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

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

6. Do you think you received helpful guidance from your mentor?

7. Weakness in the curriculum—What courses would help broaden or deepen your sense and appreciation of Forensic Science?

8. Do you feel you have learned to demonstrate a thorough knowledge of foundational anthropological concepts and theory across the various subfields (e.g., cultural anthropology, biological anthropology, archaeology)?

9. Do you feel you have learned to demonstrate an understanding of anthropological research, methodology, and analysis?

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

11. What additional questions should we be asking?

Additional Comments:
APPENDIX C

Global Diversity Rubric

Hello students,

The course you are taking fulfills the College of Arts and Sciences Core requirement for Global Citizenship and is designed to educate students about global and transnational problems and to provide them with the tools to address issues of social justice beyond the United States.

We would like you to help us assess the success of this course in helping you gain a better understanding of cultural groups around the world. Please rate this course on the following dimensions on a scale of 0-10 with 0=not at all and 10=gaining a substantial understanding. We have left space after each question for you to add comments.

As global citizens and public intellectuals, we must have the knowledge and tools required to make decisions with far-reaching impact. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. To what degree did this course help you identify sources of conflict, cooperation, and/or competition in a regional or global context and the strategies necessary to address them?

Please rate:

0--------1--------2--------3--------4--------5--------6--------7--------8--------9--------10

Comments:

2. To what degree did this course help you understand how people and nations confront inequality and attempt to claim a just place?

Please rate:

0--------1--------2--------3--------4--------5--------6--------7--------8--------9--------10

Comments:
3. Through an examination of factors such as ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation covered in this course, to what degree are you able to understand how perceptions of “otherness” impact leaders, communities, and/or community building?

Please rate:

0--------1--------2--------3--------4--------5--------6--------7--------8--------9--------10

Comments:

4. To what degree have you acquired the understanding that individual lives and choices can impact global and international issues?

Please rate:

0--------1--------2--------3--------4--------5--------6--------7--------8--------9--------10

Comments:

5. As a result of taking this course, to what degree do you comprehend that your values are interconnected with the values of other people?

Please rate:

0--------1--------2--------3--------4--------5--------6--------7--------8--------9--------10

Comments:

Any additional comments:
Hello students,

The course you are taking fulfills the College of Arts and Sciences Core requirement for Cultural Diversity in the US. The Cultural Diversity in the United States requirement is designed to help students gain a better understanding of the cultural groups in the United States and their interactions.

We would like you to help us assess the success of this course in helping you gain a better understanding of cultural groups in the United States. Please rate this course on the following dimensions on a scale of 0-10 with 0=not at all and 10=gaining a substantial understanding. We have left space after each question for you to add comments.

This type of course is expected to help you address issues of cultural diversity in the United States on the basis of factors such as race, ethnicity, gender, religion, economic class, age, physical and mental capabilities, and sexual orientation

As you complete this course we hope you gained a substantial subset of the following skills:

1. To what degree did this course help you understand the challenges faced by underrepresented social groups in terms of inequality and efforts to claim a just place in society?
   Please rate:
   0--------1--------2--------3--------4--------5--------6--------7--------8--------9--------10
   Comments:

2. To what degree did this course help you understand that conflict as well as cooperation between social groups shape U. S. society and culture?
   Please rate:
   0--------1--------2--------3--------4--------5--------6--------7--------8--------9--------10
   Comments:
3. Diversity encompasses factors such as ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation. As a result of taking this course, to what degree did your examination of such factors help you identify individual and institutional forms of discrimination and how discrimination impacts leaders, communities, and/or community building?

Please rate:

0--------1------2-------3------4-------5-------6-------7-------8-------9-------10

Comments:

4. As a result of taking this course, to what degree did you find yourself confronting and critically analyzing your own values and assumptions about individuals and groups from different cultures?

Please rate:

0--------1------2-------3------4-------5-------6-------7-------8-------9-------10

Comments:

5. To what degree did this course help you understand that moral and political questions of justice and equality interface with questions of cultural diversity?

Please rate:

0--------1------2-------3------4-------5-------6-------7-------8-------9-------10

Comments:

Please add any additional comments: