Summary Statement – Academic Program Performance in 2010-11

Provide a summary statement about academic program performance over the previous year including high points and low points.

We believe that our students are performing very well and in many instances often exceeding our expectation for performance as the data demonstrates in the tables below. We evaluate our students in three required courses ANT 4034, ANT 4935, and ANT 4495 has been successful and we continued to do so in 2010-11. For instance, in Ant 4935, students were no longer required to write a research paper and instead focused more on creating a portfolio for graduate school applications or employment opportunities. Many students commented that they found this assignment one of the most important they completed during their undergraduate degree and our hope is that it will lead to successful career building for this generation of anthropologists. Our concerns are discussed below under Impact of Changes.

Summary Statement – Impact of Changes Made in 2010-11

Provide a summary statement about changes that were made in your program as a result of ongoing assessment in 2009-10 and the positive/negative impact of the changes that were made.

We are experiencing a quick rise in the number of students who are seeking an anthropology degree at USFSP and we are having difficulties in fulfilling our program and student needs with the current number of faculty and types of courses we offer. Since we have a small number of faculty and can only teach upper division required courses on a rotational basis, USFSP students are traveling to Tampa to take our required upper division courses and we have had to make concessions with students allowing them to fulfill their major requirements with other courses. Furthermore, one of the course ANT 4935 is no longer being taught at Tampa. To help alleviate this problem in 2010-11, we submitted a proposal to the Academic Curriculum committee to drop this course from our required course for students coming in Fall 2010. Instead in 2011-2012, we will be offering students a choice of three Capstone courses. We also added ANT 4930 Archaeological Method and Theory (once it has a course number designation), as another means to assess students concerning methods in the program. The changes proposed in early 2010 were recently accepted through the university system.
However, to make substantial movement toward fulfilling ALC and student success in Anthropology, we find that we are still understaffed. With the growing number of students we need more full time staff, as adjunct faculty cannot be given the responsibility of assessing our students in required courses. Furthermore, more than half of the students wish to pursue a career in biological anthropology and we have no fulltime biological anthropologist to either mentor students nor to teach a capstone course in this subfield.

Academic Learning Compacts, Updates: 2010 – 2011

“… to ensure student achievement in undergraduate and graduate degree programs …”

Academic Program: Anthropology
Person Responsible: Jay Sokolovsky

Mission of Academic Program (include URL): http://www.usfsp.edu/coas/anthropology/ProgramAssessment.htm
It is the mission of this program to educate students in the field of Anthropology which is the global, comparative study of human biological variation and cultural systems over all periods, from the prehistoric to the present. Our undergraduate program is designed to give students a sound intellectual grounding in the discipline’s four main areas of research: Biological Anthropology; Archaeology; Cultural Anthropology; and Linguistics. Our perspectives are worldwide, but we also study nearby communities in trying to understand patterns of human physical differences, language, religion, marriage customs, conflict resolution or the evolution of societies themselves. Students completing the undergraduate degree are prepared to enter graduate programs in Anthropology but also find employment in a wide variety of settings including archaeological contract companies; conducting research on urban community development; studying immigrant populations and how best to serve the health, social, and educational needs of our increasingly diverse society.

List Program Goal(s) / Objective(s):
Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.
[Please note impact of any changes that were made as a result of 2009-10 assessment]

Anthropology Program Goals/Objectives
1) Content/discipline knowledge and skills:
   a) Master concepts central to the anthropological perspective i.e. culture; human evolution, diversity of culture, physical type, language, gender/sex, cultural relativism, holism, historical and cross-cultural comparisons, kinship, globalism
   b) Identify major figures in the history of anthropology, the major schools/orientation of anthropological theory, and important trends in contemporary anthropological theory and methods

2) Communication skills:
   a) create and deliver effective oral presentations
b) develop effective written presentations

c) contribute effectively to group discussions

3) Critical thinking skills:
   a) demonstrate critical thinking and analytical abilities, and construct sound arguments regarding global human diversity as well as commonality
   b) demonstrate familiarity with the standards of professional ethics espoused by the discipline of anthropology

4) Civic engagement:
   a) approach the solution of human problems through anthropological methods
   b) show ability to conduct basic anthropological research, under the supervision of faculty, involving research in the local community and/or analysis of existing scholarly resources

Students are required to take a minimum of 36 credit hours. The students are required to take 18 credit hours of Required Core Courses that are listed below.

**Required Core Courses (18 cr. hrs.)**

Lower level required courses

ANT 2410 Cultural Anthropology (3)
ANT 2511 Biological Anthropology (3)
ANT 3101 Archaeology (3)
ANT 3610 Anthropological Linguistics (3)
ANT 4034 Theories of Culture (3)
ANT 4935 Rethinking Anthropology (3)

*Upper Level Electives:* Majors are required to complete a minimum of 15 hours of 4000-level elective coursework, including courses from at least three of the four subfields shown below. *NOTE:* students beginning the major from Fall 2006 on, must take a minimum of three (3) of these 15 credits selected from a list of designated methods courses.

ANT 4495 Methods in Cultural Research (3)
ANT 4930 Archaeological Method and Theory (3)

**Availability of Required Course at USFSP Anthropology Major**

The anthropology courses at USFSP are taught by three full time faculty, 1 faculty member split with ISS, and at least one adjunct. We offer every required course at least once every two academic years, but most required courses are offered at least once in an academic year.

Every Semester: ANT 2000 Introduction to Anthropology and ANT 2410 Cultural Anthropology is taught every spring and fall semester and occasionally during the summer.

Once a Year: ANT 2511 (Biological Anthropology), ANT 3101 (Archaeology), and ANT 3610 (Anthropological Linguistics) are taught once every academic year. Ant 3101 (archaeology) also is taught occasionally during the summer.
Once Every Two Years: ANT 4034 (Theories of Culture) and ANT 4935 (Rethinking Anthropology), ANT 4495 (Methods in Cultural Research), and ANT 4930 (Archaeological Method and Theory).

Assessment of Student Learning Outcomes

To assess our Student Learning Outcomes we conduct an analysis every two years of SLO in three of our upper division required courses to assess how our majors perform in our program. We selected these courses for our assessment because all student majors must take these courses to receive a degree at USFSP anthropology and because they are upper division courses we feel more confident that students registered in these courses have decided to and will graduate with a major in anthropology. Many of our lower division courses are also open to non-majors. These courses are:

ANT 4034 Theories of Culture (3)
ANT 4935 Rethinking Anthropology (3)
ANT 4495 Methods in Cultural Research (3)

The matrix demonstrating how these courses fulfill 1-4 above is available at Q:\College of Arts & Sciences\Anthro CCJ ISS\Anthropology\PROGRAMASSEMENT\AnthroProgramSLOMatrixMaster.xls

ALCs must address student learning in four areas: 1. Content/Discipline Skills; 2. Communication Skills; Critical Thinking Skills; and 4. Civic Engagement.

### 1. Content/Discipline Skills

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Master concepts central to the anthropological perspective i.e. culture; human evolution, diversity of culture, physical type, language, gender/sex, cultural relativism, holism, historical and cross-cultural comparisons, kinship, globalism</td>
<td>1a. ANT 4034 Theories of Culture Fall 2010: 1. All students must write 3 out of 9 focus question essays indicating mastering of key anthropological concepts and theories. The instructor selects which focus question essay each student writes to ensure that each student is writing and mastering the key concepts. Students should be able to demonstrate: 1) change through time, 2) how change relates to the key theoretical models, and 3) how 1 and 2 connect to specific data and knowledge validating or disconfirming the theory.</td>
<td>1a. 70% of students will attain an average of 80% or better on these essays</td>
<td>1a. Student did very well with 90% attaining an average of 80% or better on assessment essays</td>
<td>1a. I will keep this new sequence of essays as is presently constructed</td>
</tr>
<tr>
<td><strong>negating theoretical models</strong></td>
<td><strong>1a. ANT 4935 (Rethinking) Spring 2011</strong>&lt;br&gt;10 weekly summaries/synthesis on the readings for the following topics: postmodernism, cultural relativism &amp; ethics, race, colonialism, gender, globalism, indigenous philosophies. Students should be able to demonstrate: 1) change through time, 2) how change relates to the key theoretical models, and 3) how 1 and 2 connect to specific data and knowledge validating or negating theoretical models</td>
<td><strong>1a. 70% of the students will attain an average of 80% or better on their summaries/synthesis (20 points each for total of 100 points, meet Assessment 80 points or 80%).</strong></td>
<td><strong>1a. 72.2% of the 18 students, who completed the class (2 incompletes and 1 never attended) made 80% or better.</strong></td>
<td><strong>1a: I will not change this assignment other than changing readings. This course emphasizes readings from the major anthropological journals from the last 5-10 years, reading change every time it is taught.</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>1b. Identify major figures in the history of anthropology, the major schools/orientation of anthropological theory, and important trends in contemporary anthropological theory and methods</strong></td>
<td><strong>1b. ANT 4034 Theories of Culture Fall 2010</strong>: All students must write critical essays on a variety of key anthropological concepts and theories. Students write essays on topics such as evolutionism, Marxism, cultural ecology, structuralism, feminism, ethnosemantics, and postmodernism. Essays are assessed on the basis of demonstrating understanding of critical concepts and their use with actual anthropological data.</td>
<td><strong>1b. 70% of students will attain an average of 80% or better on these essays</strong></td>
<td><strong>1b. 92% attained an average of 80% or better on these essays.</strong></td>
<td><strong>1b. I will keep these essays as currently constructed</strong></td>
</tr>
</tbody>
</table>
## 2. Communication Skills

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2a. Create and deliver effective oral presentations.</strong></td>
<td>2a. ANT 4034 Theories of Culture Fall 2010 Students lead at least two oral discussion during the semester. The assessment of student oral presentations is based on how well students can discuss theoretical ideas and relate these to the readings and actual data.</td>
<td>2a. 70% of students will attain an average of 80% or better on these presentations.</td>
<td>2a. 95% of students attained an average of 80% or better on these presentations.</td>
<td>2a. I will urge all faculty in 4000 level classes to include oral presentation by students in classes</td>
</tr>
<tr>
<td><strong>2b. Develop effective written presentations</strong></td>
<td>2b. ANT 4935 (Rethinking) Spring 2011: Students must prepare and lead discussion once during the semester for the following topics: postmodernism, cultural relativism &amp; ethics, race, colonialism, gender, globalization, indigenous philosophies. Students are assessed on the following criteria: clearly outlining through oral presentation the main points and themes of the literature, the methods used and how the authors support their argument, provide 2 examples from the literature, and offering two insightful questions about the articles that demonstrate student has made connection and contrast between the readings. Student must also actively contribute throughout the discussion to the class discussion demonstrating they have synthesized, internalized and thought about the material.</td>
<td>2a. 70% of the students must lead one organized class discussion and attain an average of 80% or better (40 points, meet Assessment with 32 points or 80%).</td>
<td>2a. 95.2% of the students (20, 1 did not attend ever) who completed the course made an 80% or better.</td>
<td>2a. I will not change this assignment.</td>
</tr>
</tbody>
</table>

**2b. ANT 4495 Methods in Cultural Research Fall 2011.** In addition to the critical research projects, students will create poster presentations on their fieldwork projects. Posters are assessed on: 1. how clear information is presented; 2. theoretical context of the project, 3. proper methods used; and 4. results are described in an appropriate manner | 70% of students will attain an average of B or better on the projects, portfolio and poster. | | | |
<table>
<thead>
<tr>
<th>2b. ANT 4935 Rethinking Spring 2011</th>
<th>2b. 70% of the students will obtain an average of 80% or more on their portfolio</th>
<th>2b. 84% of the students of the students who completed the class earned an 80 or above.</th>
<th>2b. I will reorder the assignments so that students work on the letter of introduction after their CV and I may eliminate the lifestyle exercise.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students were asked to create a Portfolio for graduate school or future employers included: a) statement about themselves as anthropologists; b) a statement concerning their ideal job; c) letter of introduction; d) table for educational background; e) table of employment skills; f) curriculum vita; g) ethics statement h) lifestyle exercise; i) mentorship; j) networking k) graduate school/employment opportunities Students are assessed on 1) how clearly they write and communicate their ideas; 2) originality and thoughtfulness in presentation and writing; 3) Ability to link the assignments to fulfilling and reflecting their desire to seek a particular career opportunity or attend a particular graduate program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2c. Contribute effectively to group discussion</strong></td>
<td>2c. ANT 4034 Theories of Culture Fall 2010 Students must participate in weekly group discussion of readings and in presentation of group plays related to key theorists and theoretical ideas. The primary mechanism for assessing group participation is the writing of individual scripts by students for the theorist that they portray in group performances. Scripts, performances and group discussion are assessed on the ability of students to represent accurately the theoretical ideas of the scholars in question.</td>
<td>2c. 70% of the students will attain an average of 80% or more on Class Participation and the group play (20 points participation, 30 points play (meet Assessment with 42.5 points or 80%))</td>
<td>2c. 88% of the students (2 incomplete and 1 never attended) who completed the course attained an 80 or better.</td>
</tr>
<tr>
<td>2c. ANT 4935 (Rethinking) Spring 2011 Students must participate in class discussion 6 out of the 7 class discussion periods during the semester with at least one thoughtful and detailed contribution during the class period.</td>
<td>2c. 70% of the students will attain an average of 80% or more on Class Participation (10 points each, total of 60 points meet Assessment with 48 points or 80%)</td>
<td>2c. I will not make any changes in this assignment.</td>
<td></td>
</tr>
</tbody>
</table>
### 3. Critical Thinking Skills

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Demonstrate critical thinking and analytical abilities, and construct sound arguments regarding global human diversity, as well as commonality.</td>
<td>3a. ANT 4935 (Rethinking) Spring 2011: 10 weekly summaries/synthesis on the readings for the following topics: postmodernism, cultural relativism &amp; ethics, race, colonialism, gender, globalism, indigenous philosophies. Students should be able to demonstrate critical thinking through their papers by indicating: 1) what is strong and weak about these theories and how the authors derived them, 2) what was interesting and relevant, what connected the readings to one another, and what were the thesis and the agendas of the authors and why, 3) what assumptions seemed explicit and/or implicit and 4) what are the contradicting viewpoints presented</td>
<td>3a. 70% of the students will attain an average of 80% or better on their summaries/synthesis (20 points each for total of 100 points, meet Assessment 80 points or 80%)</td>
<td>3a. 72.2% of the students (20, 1 did not attend ever) who completed the course made an 80% or better.</td>
<td>3a. The only changes I will make to this assignment will be to update the readings.</td>
</tr>
<tr>
<td>3b. Demonstrate familiarity with the standards of professional ethics espoused by the disciple of anthropology.</td>
<td>3b. ANT 4495 (Methods in Cultural Research) Fall 2011 Students will write a short critical essay on three of four case studies dealing with professional ethics. Criteria for evaluating student essays involves understanding the ethics guidelines of the American Anthropological Association and clearly understanding the ethical issues involved and the appropriate actions of researchers based on these ethical issues.</td>
<td>3b. Criteria for Success: 70% of students will attain a grade of B or better on these essays</td>
<td>3b. ANT 4495 taught next in the Spring 2012.</td>
<td>3b. I will not make any changes to this assignment</td>
</tr>
<tr>
<td></td>
<td>3b. ANT 4935 (Rethinking Anthropology) Spring 2011 Students will complete an ethics exercise which asks them: what they value, core beliefs, what it means to be human, how anthropology contributes to appreciating diversity, what does working ethnically mean to you, as well as write a brief statement of their own ethnics. Criteria for evaluating student essays involves understanding the ethics guidelines of the</td>
<td>3b. 70% of the students must lead one organized class discussion and attain an average of 80% or better (20 points for assignment so at least a 16 for 80 %)</td>
<td>3b. 88% of the students who completed the course (2 incompletes and 1 never attended) made an 80% or better on the assignment.</td>
<td>3b. I will not make any changes to this assignment</td>
</tr>
</tbody>
</table>
American Anthropological Association and clearly understanding the ethical issues involved and the appropriate actions of researchers based articles they read associated with the assignment on ethical issues.

### 4. Civic Engagement

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4a. Approach the solution of human problems through anthropological methods.</strong></td>
<td>4a. ANT 4495 (Methods in Cultural Research) Spring 2012 Students during the semester will work with a community organization to understand how they seek to solve human problems and create a poster based on their fieldwork project. Students are assessed on demonstration of the following: 1) grounding in scholarly literature, 2) demonstrate understanding of using specific methods (kin and social mapping, interviewing, photographs, etc.,), and 3) how students integrate and analyze the data they gather.</td>
<td>4a. Criteria for Success: 70% of students will attain a grade of 80% or better on their field portfolio and posters based on their portfolios.</td>
<td>4b. ANT 4495 taught next in the Spring 2012</td>
<td></td>
</tr>
<tr>
<td><strong>4b. Civic Engagement Skills: Show ability to conduct basic anthropological research, under the supervision of faculty, involving research in the local community and/or analysis of existing scholarly resources.</strong></td>
<td>4b. ANT 4495 Spring 2012 (Methods in Cultural Research) Students create a fieldwork portfolio on their fieldwork project Fieldwork portfolios are assessed on how well students ground their work in scholarly ideas, accurate presentation of data collected, and appropriate conclusions connecting the intellectual grounding of their work with the data they have collected.</td>
<td>4b. Criteria for Success: 70% of students will attain a grade of B or better on their field portfolio</td>
<td>4b. ANT 4495 taught next in the Spring 2012</td>
<td></td>
</tr>
</tbody>
</table>