



Academic Learning Compacts
ANTHROPOLOGY

2012 – 2013

Due: May , 2013

Academic Program-linked College Mission-based Goals/Objectives

In the matrix on the following page, please place an X in the grid that identifies the degree program goals and objectives that align with the institutional mission-based goals/objectives and the College based goals/objectives. These goals/objectives need to be documented in your ALC data.

NOTE: Academic program goals were not established for 2012 – 2013 academic year. This is completed in the context of summarizing ALC's for the prior year of 2011-2012 ALC's.

The major changes related to ongoing assessments include the following:

1. Need for additional key faculty: Hiring of Anna Dixon as visiting assistant professor with the anticipation that this will be converted to a permanent instructor line. This has allowed us to offer all our lower level requirements every 2-3 semesters and required elective options in at least 3 of four sub-areas every two semesters. To maintain the program at this current level it is critical that as planned with Dean Biafora that **Dr. Dixon's position be made permanent as an instructor.**
2. Teaching electives and senior seminar classes on a timelier basis.
 - a. The hiring of Dr. Dixon has made this possible and allows Dr. Sokolovsky to teach the required senior seminar Theory and Methods classes every 2-3 semesters instead of every 4 semesters.
 - b. Because we were having difficulty offering our required ANT 4935 Rethinking Anthropology we had approved to major the following for new students coming in Fall 2012:
Students, besides the required theory and methods classes now have the required option to take 1 of the following Capstone Courses:
ANT 4302 Gender in Cross-Cultural Perspectives
ANT 4312 North American Indians
ANT 4935 Rethinking Anthropology
We also requested a course number and the addition of ANT 4930 Archaeological Method and Theory as an option for methods course.
We have submitted these changes and they have been approved for the new catalog.

Faculty Program Assessment Summary

1. Identify the impact of previous changes made (from 2009-10), identify changes that may have been made this year (2010-11), and discuss proposed changes for 2011-12.

Course	2009-10 Changes Made	Impact of Changes in 2010-11	Proposed Changes for 2011-12	Impact Changes 2011-2012	Proposed Changes For 2012-2013
ANT 4495 Methods in Cultural Research SLO 2b, 3b, 4a, 4b	<p>2b. During 2006, the class barely met my criteria for success (71%). Two things I did in 2008 were to change the sequence of projects and add a poster requirement.</p> <p>3b. To increase the number of people meeting this criteria I increased the number of ethics problems they had to solve from 2 to 4.</p> <p>4a. No changes were made.</p> <p>4b. No changes were made</p>	<p>2b. Student performance increased from 71% to 76%.</p> <p>3b. This led to better student performance increasing from 71% to 82%.</p> <p>4a. Despite the percentage difference and improvement in the last two years, the performance of students (2008 82% and 2010, 80 %) was quite similar and masked by the differences in class size.</p> <p>4b. Little variance in student performance from 2008 (88%) to 2010 at 85%.</p>	<p>2b. Students will be given more flexibility in the timing of individual research skill-sets and the kinds of skill-sets they needed to accomplish and master by the end of the semester.</p> <p>3b. There are currently no plans to change this successful assignment.</p> <p>4b. There are currently no plans to change this successful assignment.</p>	<p>2b. During 2012, the class was slightly higher in meeting my criteria for success (77%), basically the same as the previous class.</p> <p>3b. Changes previously implemented continued solid performance here similar to the improvement of the last class which was 82% - now it 84%.</p> <p>4a. Despite the percentage similarity and improvement in the last times taught, the performance of students of 78% (2010, 80 %) was lower than I wanted an I think due to many students in the class.</p> <p>4b. Little variance in student performance from 2010 (85%) to 2012 at 83%.</p>	<p>Reduce the number of students allowed in the class to 20</p>
ANT 4034 Theories of Culture SLO 1a, 1b, 2a, 2c,3a	<p>1a. I was generally pleased with the performance of students on the critical assignments, but coupled a better sequencing of the essays with group discussion and presentations.</p> <p>1b. I made no changes to this assignment.</p> <p>2a. I introduced peer discussion groups of the critical essays at the beginning and sometimes at the end of the class in preparation for the next class</p> <p>2c. I was not satisfied with the criteria set for assessment in 2006, and had students do</p>	<p>1a. Student performance increased from 80% to 86%.</p> <p>1b. Students performance increased from 76% to 79% successfully.</p> <p>2a. This helped students get confidence with the materials and practice explaining it to others and produced an increase of 76-86% increase over the two classes.</p> <p>2c. This resulted in an increase from 71 to 79 % over the two classes.</p>	<p>1a. I plan to make no changes to this successful assignment</p> <p>1b. There are no plans to change this assignment.</p> <p>2a. There are no plans to change this assignment.</p> <p>2c. There are no plans to change this assignment.</p> <p>3b. There are no plans to change this assignment.</p>	<p>1a. Student performance dropped somewhat from 86% to 82%.</p> <p>1b. Students performance remained stable 76% from 79% successful the last time.</p> <p>2a. The model worked fine but there were too many students (34) 81% success rate vs 86</p> <p>2c. This resulted in a stable performance rate of 77% (vs 79%)over the two classes.</p>	<p>Try to reduce the maximum number of students to 20</p>

Academic Learning Compact: 2012-2013

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	group discussion each week besides the performance presentations in 2008. I added required scripts for all students based on their character for the plays.				
ANT 4935 Rethinking SLO 1a, 2a, 2b, 2c, 3a	<p>1a & 3a: Writing 7synthesis of topical readings. In 2009, I reduced the number of synthesis from 10 (10 points each to 6 (16 points each for 5 and 20 points for 1) to improve student performance and increased performance criteria from 71.4% made 80% or higher</p> <p>2a. Leading Discussion: Increased the amount of credit given for oral presentations from 12.5 % to grade to 20%. 100% of the students met this criteria.</p> <p>2b. Poster Presentation at Leadership Symposium or 7000 word paper- dropped option to select a journal in field and write an overall review on it, 78.5 % of the majors earned at least a 75 on the assignment</p> <p>2c. Class Participation: Increase the amount of credit given for class presentation from 10 to 12% of class grade. 85.7 of majors made at least 75 on the assignment</p>	<p>1a & 3a: Writing 10 synthesis of topical readings. I increased the number of synthesis to cover more topics, but eliminated the poster/paper requirement in 2009 for 2b. 10 (10 points each) criteria from 72.2 of majors made 80% or higher, slightly higher than 2009.</p> <p>2a. Leading Discussion: Increased the amount of credit given for oral presentations from 12.5 % to grade to 20%. 95.2% of the students met this criteria, slightly lower than 2009.</p> <p>2b. New Assignment: Portfolio: Poster Presentation at Leadership Symposium eliminated and students asked to create a Portfolio for graduate school or job search 84% of students who completed the class earned an 80 or above the assignment</p> <p>2c. Class Participation: Increase the amount of credit given for class presentation from 12 to 20% of class grade. 88% of majors made at least 80 on the assignment</p>	<p>1a & 3a: 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.</p> <p>2a. I will not change this assignment .</p> <p>2c. I will not make any changes in this assignment better.</p>		
ANT 4312 North American Indians SLO 1a, 2a, 2b, 2c, 3a	<p>1a & 3a: Writing 7synthesis of topical readings. In 2010, I retained the paper and presentation requirement and was pleased that 85 percent of the students had an 80 percent or higher on their papers and presentations.</p> <p>2a, c. Leading Discussion: No changes were made in the amount of credit given for the oral presentation, as it is 15</p>	<p>1a & 3a: Writing 10 synthesis of topical readings. The student’s past performance on the research papers and presentations have been generally excellent so I have kept this part of the syllabus and have not modified it for this year. 90 percent of the students achieved an 80 percent or higher on their paper/presentations.</p> <p>2a, c. Leading Discussion:</p>	<p>1a & 3a: I did not make any changes. Students are still required to write a 8-10 page research paper on a specific North American Indian topic. I have given 33 possible subjects but students have the flexibility to come up with their own topic and discuss it with me before they can proceed.</p> <p>2a, c. The oral presentation is still a requirement for the course representing 15 percent</p>	<p>1a & 3a No changes were made.</p> <p>2a, c. No changes were made.</p>	<p>Not taught in 2012-2013 academic year</p>

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	Promote and support undergraduate research as a meaningful aspect of campus life	contributions to ongoing dialogues in our academic fields.	X											
	Enhance and support research and scholarly collaborations with community partners	We expect our undergraduate and graduate students to engage in research in collaboration with faculty	X											

Signature Page for Academic Program

Academic Program: **ANTHROPOLOGY**

Chair/Coordinator: _____

Date: _____

Summary Statement – Academic Program Performance in 2012-13

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

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.

Faculty:

2011-2012 Ella Schmidt, Fulbright Scholar Fellowship. Title: The Local as Global: Hnahnu (Ixmiquilpan, Mexico) Communal Ethos Revisited

2012- Kathryn Arthur, Cross-Field Prize. General Anthropology Division Award, American Anthropological Association.

2012 (spring and summer) Jay Sokolovsky, Landes Foundation Grant for writing the first ever multimedia ethnography book titled: *Never More Campesinos: Mexican Indigeneous Communities confront the 21st century.*

2011-2013 Kathryn Arthur and John Arthur, National Science Foundation research grant titled: An Ethnoarchaeological Study of the Gamo Caste System in Southwestern Ethiopia. This is taking 2 undergrad students to Ethiopia to participate in real anthropological research

2012 John Arthur and Kathryn Arthur were invited by the Kyoto University, Japan African Studies Department to give papers regarding their Ethiopian research.

Students:

Chris Brown, Sharlene O'Donnell, Liz Southard poster presentation on shellfish use at Weedon Island was accepted at the Society of Ethnobiology conference in Denver 2012

Elizabeth Southard and Kendal Jackson were awarded the USFSP Center for Science and Policy Applications for Coastal Environment Undergraduate Research Funding Initiative Award, Fall 2012.

Elizabeth Southard received the prestigious 2012 Leland M. Hawes award in Florida history for the best undergraduate paper, "The Cultural Importance of the Prehistoric and Historic History of Weedon Island.", Fall 2012

Sharlene O'Donnell was accepted to University of Florida Anthropology graduate program fall 2012!

Adam Deprimo one of 20 students (and the only male) accepted to North Carolina Chapel Hill Occupational Therapy/Science fall 2012!

(John) Ryan Mitchell: 2011 USF International Photo Competition Winner!

Christopher Brown: Department of Homeland Security Fellow Summer 2011 Pacific Northwest National Lab

7 students attended the Applied Anthropology meetings in Baltimore, April 2012 and one student gave an independent research paper.

USFSP Archaeology Research Lab and Archaeological excavations

Archaeological excavations under the direction of Dr. John W. Arthur at the University of South Florida St. Petersburg (USFSP) have taken place over three short field seasons (2007, 2009, and 2011) at the Weedon Island site (8PI1). This archaeological research at Weedon Island is to foster University of South Florida St. Petersburg undergraduate anthropology students in the preservation of cultural heritage, learn archaeological field techniques, promote the awareness of the Weedon Island cultural and environmental resources, and to cultivate the importance of public archaeology in conjunction with the Alliance for Weedon Island Archaeological Research and Education (AWAIRE). In 2006, in consultation with the Weedon Island Cultural Center Director, Phyllis Kolianos, an area was located to conduct archaeological investigations in part of the midden that has been extensively disturbed due to previous looting. Research questions are addressing whether we can locate residential features, determine environmental changes in the Weedon Island estuary, and investigating issues focusing on indigenous subsistence practices.



Thomas Razzouk analyzing shells at USFSP Archaeology Research Lab.

Experimental Research

USFSP undergraduate students (Elizabeth Southard, Kendal Jackson, Sharlene O'Donnell, and Christopher Brown) have embarked on a project for the last 16 months that includes experimental archaeology, marine science, and statistics. The research involves collecting live shellfish species

Academic Learning Compact: 2012-2013

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and taking the weights and measurements of the shells to develop a ratio of weight to shell length to understand the calorie content of the midden shells. This ongoing experimental archaeology project of collecting modern crown conch is giving us a new perspective concerning how various factors related to seasonality (i.e., salinity, water temperature, and tides) influenced the harvesting of the conch shells by the indigenous people living at Weeden Island a millennium ago. This has important ramifications for developing models of indigenous populations and foraging behavior.



Catalogued shell artifacts at USFSP Archaeology Research Lab.

The methodology of this experimental research underscores the dedication that the students have had to this research project. Every month, two student researchers collect *Melongena corona* specimens for one hour at each of our two oyster bar sites on the shores of Weedon Island Preserve. At LP1, our experimental site, the collected conch are weighed and measured in the USFSP Archaeology Lab. Thirty of these specimens are selected for allometric research; the remaining conch are relocated to a similar environment. At LP3, our control site, the collected conch are weighed and measured in the field, then returned to the control site.

We are just now able to compare the archaeological material of *Melongena corona* with the present-day experimental collections. It is our goal to publish this research in a peer-review journal later this year.

USFSP Students Promoting Weedon Island:

Awards, Grants, and Presentations

USFSP undergraduate students have through their dedicated work been recognized by a number of institutions for their contribution to Weedon Island.

Kendal Jackson received the 2013 Florida Anthropological Society Dorothy Moore Student Grant. This project “Harvesting the Bay: Subsistence at Weedon Island, Florida” seeks to obtain funds to determine the nutritional analysis of modern crown conch to compare to the crown conch excavated from the Weeden Island midden.

Elizabeth Southard received the prestigious 2012 Leland M. Hawes award in Florida history for the best undergraduate paper, "The Cultural Importance of the Prehistoric and Historic History of Weedon Island." The Leland Hawes Prize is sponsored by the Tampa Bay History Center and the Florida Studies Center at USF Tampa to recognize student scholarship in Florida history.

In 2012, Elizabeth Southard and Kendal Jackson were awarded the USFSP Center for Science and Policy Applications for Coastal Environment Undergraduate Research Funding Initiative Award. With this award, the students were able to purchase research equipment to monitor the water in the Weedon Island estuary, such as temperature, salinity, and oxygen levels.

A number of students have presented their experimental research, "Harvesting the Bay: Subsistence at Weedon Island, Florida" on *Melongena corona* from the Weedon Island estuary. In 2012, Sharlene O'Donnell and Elizabeth Southard presented a poster, at the Ethnobotany Annual Conference in Denver, Colorado. Christopher Brown presented this research at the 2012 Florida Anthropological Society meetings in Tallahassee. In addition, Elizabeth Southard and Kendal Jackson presented this research at the 2012 and 2013 USFSP Undergraduate Research Symposium.

Recently, Elizabeth Southard has given talks about the Weedon Island research as part of the "Early Footprints in the Sand: Pre-Columbian Settlements along the Pinellas Peninsula and the Legacies of First Contact" presentation with Jim Schnur (USFSP

Special Collections Librarian) at the Nelson Poynter Memorial Library, the St. Petersburg Main Library, and at the Heritage Village Viva 500 Event in Pinellas County.

Future Research

Our future research goals are to begin a preliminary project with Dr. David Jones from the USF Tampa College of Marine Science analyzing the otoliths from the Weedon Island midden excavations. Dr. Jones will conduct a microchemistry analysis of trace elements found on the otoliths to begin to reconstruct the estuary environment. It is my hope then to compare modern otoliths taken from the Weedon Island estuary to the archaeological specimens to reconstruct environmental changes. This research in conjunction with the experimental research on the *Melongena corona* analysis discussed above will hopefully contribute to a better understanding of the late Holocene environmental changes in Tampa Bay and the Weedon Island estuary and to the indigenous subsistence practices.

Sharlene O'Donnell, who is working on her M.A. in anthropology at the University of Florida, will begin to analyze the faunal remains from the Weedon Island excavations undertaken by USFSP students. Her analysis will significantly contribute to reconstructing the Weedon Island indigenous subsistence patterns.

Finally, it is my hope to continue to collaborate with the Weedon Island Cultural Center and AWAIRE to continue to train USFSP students in archaeological methods by conducting small-scale excavations at Weedon Island. The on-going experimental research has led to a new understanding of the amount of shellfish required to feed a population. Further research to determine the depth and density of the shell midden will enhance our reconstruction of the midden's population, subsistence patterns, and ecological changes at Weedon Island.

The significance of the research at Weedon Island is to evaluate the cultural and environmental changes that have occurred during the Holocene Period. By excavating the midden feature at Weedon Island, we will be able to document how people manipulated the estuary surrounding the site by examining changes in shellfish collecting and technological changes through time. The project also will contain an important educational

Academic Learning Compact: 2012-2013

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component by exposing University of South Florida St. Petersburg undergraduate students to archaeological methods and involve them in the laboratory analysis of the cultural remains.

Summary Statement – Impact of Changes Made in 2012-13

Currently, we chose Capstone courses that stress issues of human diversity (gender, race) taught by full-time USFSP faculty. However, we hope in the future to provide students with Capstone Courses in all four of the anthropology subfields (Linguistics, Biological, Archaeology, and Cultural Anthropology) to help strengthen their knowledge base, critical thinking, presentation/writing, and engagement skills in their selected subfield prior to graduation. However, at this point we do not have permanent faculty teaching biological and linguistic anthropology. Over the last few years we have had substantial growth in our majors and a large number of students are interested in the biological/medical anthropology field, which as stated is being covered today by adjunct faculty. This area of anthropology is currently the area of anthropology with the largest pool of academic and non-academic positions. To provide our program and hence our students with a more opportunities to succeed and be prepared for post-university employment with a USFSP degree we need to have a new full-time faculty who can develop the bio-medical course as well as contribute to the increased demand from students to complete the major without needing to go to Tampa for key classes. This strategic hire of a full-time instructor will also allow our program to strongly contribute to the new Health Sciences Program with the following classes: ANT 2511/2511L Biological Anthropology; ANT 4462 Health, Illness and Culture, ANT 4930 Food, Health and Culture. This faculty has also taught elsewhere classes in Ethnobotany and Evolutionary Medicine and would also develop these in our curriculum over the next two years.

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.

Academic Program: ANTHROPOLOGY

Person Responsible: Jay Sokolovsky

Mission of Academic Program (include URL):

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 patters 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.

SLO Matrix

	ANT4495 Methods in Cultural Research	ANT4034 Theories of Culture	ANT4935 Rethinking Anthropology		
			ANT 4302 Gender in Cross Cultural Perspective		
			ANT 4312 North American Indians		
			RT	NAI	GCCP
Semesters Taught in last 5 years and post 2009 planned semesters	Spring 2006	Fall/Spring 2006	SP2005		
	2008	2008	SP2007	F2008	
	2010	2010	SP2009	SP2010	
	2012	2012	SP2011	F2011	
			FL2013		Sum2013

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		X	X
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		X	
2) Communication Skills			
a. Create and deliver effective oral presentations	X	X	X
b. Develop effective written presentations	X		X
c. Contribute effectively to group discussion		X	X
3) Critical Thinking Skills			
a. Demonstrate critical thinking and analytical abilities, and construct sound arguments regarding global human diversity, as well as commonality			X
b. Demonstrate familiarity with the standards of professional ethics espoused by the discipline of anthropology	X		
4) Civic Engagement Skills			
a. approach the solution of human problems through anthropological methods	X		
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	X		X

Signature Page for Academic Program

Academic Program: **ANTHROPOLOGY**

Chair/Coordinator: Jay Sokolovsky

Date: 4/3/12

Summary Statement – Academic Program Performance in 2012-13

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

Academic Learning Compact: 2012-2013

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The faculty has done an excellent job of teaching at a very high level, based on student evaluations and providing students with the full program on a more timely basis. Based on the changes discuss below, even students entering into the program as juniors are able to complete the major with access to courses on our campus in a two year cycle. We have maintained a very strong FTE number with continuing teaching of the online ANT2000 at least twice a year and increasing caps on the 2000/3000 level classes.

Despite added FTE this had been one of our best years for faculty and student achievement with all the full-time anthropologist having had a grant with a federal agency or major foundation in the past two years. In this time period we have all published either books or in the case of Kathy Arthur an award winning article in our discipline’s top journal, the *American Anthropologist*.

Academic Program: Anthropology

Person Responsible: Jay Sokolovsky

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings in 2013-14
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	1a. ANT 4034 Fall 2011: 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	1a. 70% of students will attain an average of 80% or better on these essays	1a. Student did very well with 86% attaining an average of 80% or better on assessment essays	1a. Student did very well and stated they like the way these essays were restructured. With the large size of the class students said they did not have enough time to discuss things in class	1a. I will keep this new sequence of essays as is presented constructed, but try keep the number of students to 20

	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				
	1a. ANT 4312 (North American Indians) Fall 2012 Not taught in 2012-2013 Plan to teach in Fall 2014				
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	1b. ANT 4034 Fall 2011: 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.	1b. 70% of students will attain an average of 80% or better on these essays	1b. 87% attained an average of 80% or better on these essays.	1b. This is a similar to last semester.	1b. I will keep these essays as currently constructed

Academic Learning Compact: 2012-2013

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2. Communication Skills

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings in 2013-14
<p>2a. Create and deliver effective oral presentations.</p>	<p>2a. ANT 4034 Fall 2011 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.</p>	<p>2a. 70% of students will attain an average of 80% or better on these presentations.</p>	<p>2a. 92% of students attained an average of 80% or better on these presentations.</p>	<p>2a. Solid results which got better toward the end of the semester</p>	<p>I will urge all faculty in 4000 level classes to include oral presentation by students in classes</p>
	<p>2a. ANT 4312 (Native American Indians): Not taught in 2012-2013</p> <p>Plan to teach in Fall 2014</p>				

Academic Learning Compact: 2012-2013

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<p>2b. Develop effective written presentations</p>	<p>2b. ANT 4495 Spring 2012. 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</p>	<p>2b. 70% of students will attain an average of B or better on the projects, portfolio and poster.</p>	<p>2b. 90% of students attained a B or better on projects</p>	<p>2b. Similar to last semester</p>	<p>2b. Will continue to same number of projects and sequencing.</p>
	<p>2b. ANT 4312 North American Indians: Not taught in 2012-2013 Plan to teach in Fall 2014</p>	<p>.</p>			
<p>2c. Contribute effectively to group discussion</p>	<p>2c. ANT 4034 Fall 2012 Students must participate in weekly group</p>	<p>2c. 70% of the students will attain an average of 80% or more on Class</p>	<p>2c. 93% attained an average of 80% or more on Class Participation and</p>	<p>2c. highest level ever – due to beginning the class on the end of semester</p>	<p>2c. Have the groups begin organizing their performance by the 4th week of class.</p>

	<p>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.</p>	<p>Participation and the group play (20 points participation, 30 points play (meet Assessment with 42.5 points or 80%))</p>	<p>the group play. This was the best ever despite the large size of the class.</p>	<p>performance early – they developed a great sense of intellectual competition.</p>	
	<p>2c. ANT 4312 (Native American Indians) Not taught in 2012-2013 Plan to teach in Fall 2014</p>				

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3. Critical Thinking Skills

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings in 2013-14
<p>3a. Demonstrate critical thinking and analytical abilities, and construct sound arguments regarding global human diversity, as well as commonality.</p>	<p>3a. 1a. ANT 4312 (Native American) Fall 2011 Every student writes a synthesis of the readings for 10 weeks, focused on the following 10 topics: postmodernism and culture, ethics, engaged ethnics, history of racism, engaged racism, colonialism and modernity, globalism and conflict, political ecology, gender and sexuality, and indigenous worldviews. Each synthesis is worth 10 points for a total of 100 possible points. 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</p>	<p>2a. 70% of the students must lead one organized class discussion and attain an average of 80% or better (40 points or 32 points for an 80%)</p>	<p>2a. 95.2% of the students (20, 1 did not attend ever) who completed the course made an 80% or better.</p>	<p>2a. Students did very well and appeared to take seriously their leadership and presentation roles in class.</p>	

Academic Learning Compact: 2012-2013

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	validating or negating theoretical models				
3b. Demonstrate familiarity with the standards of professional ethics espoused by the discipline of anthropology.	3b. ANT 4495 (Methods in Cultural Research) Fall 2012 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.	3b. Criteria for Success: 70% of students will attain a grade of B or better on these essays	3b. 90% of the class received B or better on the related essays	3b. Will keep these essays as it.	3b. Will embed the ethics essay earlier in the semester.
3b. Demonstrate familiarity with the standards of professional ethics espoused	3b. ANT 4312 (Native American) Fall 2011 Students will complete an ethics	3b. 70% of the students must lead one organized class discussion and attain an average of 80% or	3b. 88% of the students who completed the course (2 incompletes and 1	3b. Students took this assignment very seriously and provided very thoughtful	

<p>by the disciple of anthropology.</p>	<p>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 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.</p>	<p>better (20 points for assignment so at least a 16 for 80 %)</p>	<p>never attended) made an 80% or better on the assignment.</p>	<p>statements and answers.</p>	
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4. Civic Engagement (optional)

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings in 2013-14
<p>4a Approach the solution of human problems through anthropological methods.</p>	<p>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.</p>	<p>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.</p>	<p>4a.85% attained a grade of 80% or better on their field portfolio and posters based on their portfolios.</p>	<p>4a Because some of the projects were very challenging – working with very recent refugees, some students at first found it hard to understand how to use anthropology. But they all did by the end of the class.</p>	<p>4b. Keep as is.</p>

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.	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.	4b. Criteria for Success: 70% of students will attain a grade of B or better on their field portfolio	4b. 94% attained a grade of 80% or better on their field portfolio and posters based on their portfolios	4b. . The entire class did civic engagement related projects, some were very challenging, but most were able to do well and produce spectacular posters. The last class we had a poster conference with community partners invited. It was a great success.	4b. Begin students working on their presentations a week or two earlier.

ALC GOALS ESTABLISHED FOR DATA COLLECTION: 2013 – 2014

Academic Program:
Person Responsible:

1. Content/Discipline Skills

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings in 2014-15
<p>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</p>	<p>1a. ANT 4034 Fall 2011: 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 negating theoretical models</p>	<p>1a. 70% of students will attain an average of 80% or better on these essays</p>			
	<p>1a. ANT 4312 (North American Indians) Fall 2012 Not taught in 2012-</p>				

	2013 Plan to teach in Fall 2014				
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	1b. ANT 4034 Fall 2011: 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.	1b. 70% of students will attain an average of 80% or better on these essays			

Academic Learning Compact: 2012-2013

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2. Communication Skills

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings in 2014-15
<p>2a. Create and deliver effective oral presentations.</p>	<p>2a. ANT 4034 Fall 2011 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.</p>	<p>2a. 70% of students will attain an average of 80% or better on these presentations.</p>			
	<p>2a. ANT 4312 (Native American Indians): Not taught</p>				

	in 2012-2013 Plan to teach in Fall 2014				
2b. Develop effective written presentations	2b. ANT 4495 Spring 2012. 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	2b. 70% of students will attain an average of B or better on the projects, portfolio and poster.			
	2b. ANT 4312 North American Indians: Not taught in 2012-2013 Plan to teach in Fall 2014	.			
2c. Contribute effectively to group discussion	2c. ANT 4034 Fall 2012 Students must participate in weekly group	2c. 70% of the students will attain an average of 80% or more on Class			

Academic Learning Compact: 2012-2013

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	<p>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.</p>	<p>Participation and the group play (20 points participation, 30 points play (meet Assessment with 42.5 points or 80%))</p>			
	<p>2c. ANT 4312 (Native American Indians) Not taught in 2012-2013 Plan to teach in Fall</p>				

	2014				
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3. Critical Thinking Skills

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings in 2014-15
<p>3a. Demonstrate critical thinking and analytical abilities, and construct sound arguments regarding global human diversity, as well as commonality.</p>	<p>3a. 1a. ANT 4312 (Native American) Fall 2011 Every student writes a synthesis of the readings for 10 weeks, focused on the following 10 topics: postmodernism and culture, ethics, engaged ethnics, history of racism, engaged racism, colonialism and modernity, globalism and conflict, political ecology, gender and sexuality, and indigenous worldviews. Each synthesis is worth 10 points for a total of 100 possible points. Students should be able to demonstrate: 1) change through time, 2) how change relates to the key</p>	<p>2a. 70% of the students must lead one organized class discussion and attain an average of 80% or better (40 points or 32 points for an 80%)</p>			

	<p>theoretical models, and 3) how 1 and 2 connect to specific data and knowledge validating or negating theoretical models</p>				
<p>3b. Demonstrate familiarity with the standards of professional ethics espoused by the discipline of anthropology.</p>	<p>3b. ANT 4495 (Methods in Cultural Research) Fall 2012 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.</p>	<p>3b. Criteria for Success: 70% of students will attain a grade of B or better on these essays</p>			
<p>3b. Demonstrate familiarity with the standards of professional ethics espoused</p>	<p>3b. ANT 4312 (Native American) Fall 2011 Students will complete an ethics</p>	<p>3b. 70% of the students must lead one organized class discussion and attain an average of 80% or</p>			

Academic Learning Compact: 2012-2013

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<p>by the disciple of anthropology.</p>	<p>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 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.</p>	<p>better (20 points for assignment so at least a 16 for 80 %)</p>			
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4. Civic Engagement (optional)

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings in 2014-15
<p>4a Approach the solution of human problems through anthropological methods.</p>	<p>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.</p>	<p>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.</p>			
<p>4b. Civic Engagement Skills: Show ability to conduct basic anthropological</p>	<p>4b. ANT 4495 Spring 2012 (Methods in Cultural Research) Students create a fieldwork portfolio</p>	<p>4b. Criteria for Success: 70% of students will attain a grade of B or better on their field portfolio</p>			

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<p>research, under the supervision of faculty, involving research in the local community and/or analysis of existing scholarly resources.</p>	<p>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.</p>				
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5. Multiculturalism / Diversity				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
<p>In process of developing goals and Objectives in this category – Note: All our courses have Multiculturalism and Diversity as course learning</p>				

goals of the class				

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

Attachment 1
USF St. Petersburg
Strategic Goals and Objectives, 2009-2013

1 – Academic Performance

Support and enhance programs that prepare students to be knowledgeable, reflective and engaged citizen scholars

- 1.1 Use sustained evidence of student learning outcomes and student achievement for continuous improvement
- 1.2 Offer certificate, undergraduate, and graduate programs that meet regional needs
- 1.3 Implement and support information and instructional technologies that facilitate effective pedagogies
- 1.4 Enhance programs that specifically support academic excellence
- 1.5 Increase student awareness of participating in a global society

2 – Student Engagement

Enhance learning and achievement and promote retention through active engagement in curricular and co-curricular programs

- 2.1 Create a freshman experience that enables students to thrive and move successfully through to graduation
- 2.2 Foster institutional pride and strengthen connections within the campus community
- 2.3 Enhance opportunities for increased student involvement in curricular and co-curricular activities

3 – Diversity and Inclusion

Create a vibrant, inviting, and enriching university community that values and respects all individuals and whose students, faculty, and staff represent the diversity of its region

- 3.1 Ensure an inclusive community where differences are respected and valued
- 3.2 Attract and retain a diverse student population
- 3.3 Increase the diversity of faculty and staff

4 – Research and Creative Activities

Encourage faculty research and creative activities, and engage students in local, national and international scholarship

- 4.1 Create a vibrant culture of faculty research and creative scholarship
- 4.2 Promote and support undergraduate research as a meaningful aspect of campus life
- 4.3 Enhance and support research and scholarly collaborations with community partners

5 – Environmental Stewardship

Foster stewardship of the environment and embody the values of sustainability

- 5.1 Enhance sustainability through energy conservation and recycling
- 5.2 Create a community that champions environmental awareness and sustainable living

6 – Administrative and Financial Stewardship

Enhance revenue, provide effective and efficient financial management, and ensure institutional sustainability

- 6.1 Create and obtain funding streams to support short and long term initiatives
- 6.2 Increase private and corporate funding
- 6.3 Strengthen academic infrastructure of the university to ensure the proper alignment of instruction, services, and student life
- 6.4 Strengthen institutional infrastructure for the recruitment and retention of faculty and staff
- 6.5 Evaluate and improve facilities and processes that foster services to faculty, students, staff, and the community