Department/Program Name: Anthropology

Date Submitted and Academic Year: 2017

Department/Program Mission Statement: The mission of the Anthropology Department of SUNY Potsdam is to provide students with knowledge of the five fields of anthropology and to give them practical experience in communities so that they can approach the world professionally and anthropologically.

Department Assessment Coordinator or Faculty Member Completing this Form: Susan Stebbins

Update on Action Plan(s) from prior year(s):
2013/14

**Intended Student Learning Outcome #1**
Demonstrate fundamental anthropological knowledge. This will assess student mastery of the key concepts in each of the subfields of anthropology (archaeology, biological, cultural, linguistics, applied) as well as the ability to integrate the subfields. Students will explain the significant theoretical perspectives in the history of anthropology thought and demonstrate an understanding of the anthropological research in a topical or geographic area.

**Measurable Criteria and Assessment Method(s)**
*(What data were collected and how? What unique assessment activities were used to measure student achievement?)*

1. **Define the key concepts in the topical subfields of anthropology-standardized objective questions in final exams of ANTH 201, 202, 203 and 204**
2. Explain the significant theoretical perspectives in the history of anthropological thought.—final exam/paper in ATNTH 391
3. Demonstrate an understanding of the anthropological research in a topical or geographic area---annotated bibliography in ANTH 305
4. Integrate two or more anthropological sub disciplines---standardized objective questions from final exams in ANTH 201, 202, 203, 204.

We do not have data form ANTH 202 (Cultural Anthropology) or ANTH 391 (Theory of Anthropology) as Dr. Jennifer Campbell no longer teaches at the College and does not have access to the data.

**Assessment Data Summary - Results & Analysis**

**Results: 1.—ANTH 201**

___ % of students Exceeding Expectations
___95___ % of students Meeting Expectations
______% of students Approaching Expectations
______% of students Not Meeting Expectations
**Analysis:** The results for numbers 1 and 3 may be due to lab exercises that help assess how fundamental concepts introduced in the lectures are demonstrated or applied. For example, a genetics lecture introducing the structure of DNA and how DNA makes proteins is followed by lab activities in which students use plastic models to make DNA structures and how each DNA sequence makes amino acid chains (protein). This kind of learning is conceptual, motor-sensory, visual and the small group settings build a sense of community and relaxed learning environment. There are also online chapter reading quizzes, videos, and exam questions that focus on the fundamental concepts, thereby reinforcing the learning of required knowledge.

The connections between lecture and lab exercises provide an effective approach to teaching and learning because it reinforces learning by incorporating repetition and practicum, this benefits student with various learning styles.

If outcomes are met, the process of teaching and learning are encouraged. The next department obligation will be to see how outcomes #2 and #4 are met in the upper division courses that emphasize the outcomes met in the lower divisions classes.

**Results:**

1. **ANTH 203**

<table>
<thead>
<tr>
<th>% of students Exceeding Expectations</th>
<th>% of students Meeting Expectations</th>
<th>% of students Approaching Expectations</th>
<th>% of students Not Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>79%</td>
<td>79%</td>
<td>79%</td>
<td>79%</td>
</tr>
</tbody>
</table>

**Results:**

2. **ANTH 204**

<table>
<thead>
<tr>
<th>% of students Exceeding Expectations</th>
<th>% of students Meeting Expectations</th>
<th>% of students Approaching Expectations</th>
<th>% of students Not Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>78.6%</td>
<td>78.6%</td>
<td>78.6%</td>
<td>78.6%</td>
</tr>
</tbody>
</table>

3—**Applying Anthropology**

**Results:**

<table>
<thead>
<tr>
<th>% of students Exceeding Expectations</th>
<th>% of students Meeting Expectations</th>
<th>% of students Approaching Expectations</th>
<th>% of students Not Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

4——**ANTH 201**

**Results:**

<table>
<thead>
<tr>
<th>% of students Exceeding Expectations</th>
<th>% of students Meeting Expectations</th>
<th>% of students Approaching Expectations</th>
<th>% of students Not Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4---203
Results:

% of students Exceeding Expectations
79% of students Meeting Expectations
% of students Approaching Expectations
% of students Not Meeting Expectations

Results:

% of students Exceeding Expectations
100% of students Meeting Expectations
% of students Approaching Expectations
% of students Not Meeting Expectations

Results:

% of students Exceeding Expectations
95% of students Meeting Expectations
% of students Approaching Expectations
% of students Not Meeting Expectations

ANTH 203
Results:

% of students Exceeding Expectations
79% of students Meeting Expectations
% of students Approaching Expectations
% of students Not Meeting Expectations

ANTH 204
Results:

% of students Exceeding Expectations
78.6% of students Meeting Expectations
% of students Approaching Expectations
% of students Not Meeting Expectations

Application of Results/Action Plan for Improving Student Achievement
(Did you find the assessment(s) used effectively captured how students were performing in the above outcome? How have the assessment results been used to improve teaching and learning? How will the results be used to improve student achievement of the outcome listed above?)
I think this did capture student rates of success. One issue is that in some of the 200 level classes grades from labs are combined and in one they are not. Standardizing the lab grades is something for discussion within the Anthropology department.
SUNY Potsdam
Student Learning Outcomes Assessment Report
(Revised 03/01/13)

Intended Student Learning Outcome #2

Access anthropological data and information. This will access student ability to use anthropological databases, library catalogs, publications, datasets and other sources and to gather and analyze data using appropriate technology.

Measurable Criteria and Assessment Method(s)
(What data were collected and how? What unique assessment activities were used to measure student achievement?)

1. Gather and analyze data using appropriate technology—ANTH 480—We do not have data for the class as Dr. Patricia Whelehan, who taught it that semester has retired.

Results & Analysis

Annotated bibliography in ANTH 305 (haven’t received this data).

Results:
_____% of students Exceeding Expectations
_____% of students Meeting Expectations
_____% of students Approaching Expectations
_____% of students Not Meeting Expectations

Analysis: ("I think our result of x is due to a, b, c.")

Application of Results/Action Plan for Improving Student Achievement
(Did you find the assessment(s) used effectively captured how students were performing in the above outcome? How have the assessment results been used to improve teaching and learning? How will the results be used to improve student achievement of the outcome listed above?)

The Anthropology department is discussing if and how to include data from other 400 level classes besides ANTH 480.
Intended Student Learning Outcome #3

Intended Student Outcome #3
Apply anthropological knowledge. This outcome assesses student ability to apply knowledge to solve practical or theoretical problems. Students will be evaluated based on their ability to craft a research question. Additionally, because a cross-cultural understanding of the human condition is foundational to anthropology, students will be required to produce a reflexive evaluation of an interaction with members of a culture not their own.

Measurable Criteria and Assessment Method(s)
(What data were collected and how? What unique assessment activities were used to measure student achievement?)

Measurable Criteria and Assessment Methods

Produce a reflexive evaluation of an interaction with members of a culture other than their own Presentation in ANTH 480—we do not have this data as Dr. Whelehan has retired.

Design a study that uses anthropological method and theory to gather primary data to address a contemporary issue or client’s need—Grant proposal in ANTH 393

Interpret qualitative and quantitative data—lab exercises from ANTH 201, 202, 203, 204.

Measurable Criteria and Assessment Methods

1. Use appropriate anthropological databases, library catalogs, publications, data sets and other sources—ANTH 393—annotated bibliography.

Results & Analysis

ANTH 393

Results:

% of students Exceeding Expectations
95% of students Meeting Expectations
% of students Approaching Expectations
% of students Not Meeting Expectations

Results: 1.—ANTH 201

% of students Exceeding Expectations
95% of students Meeting Expectations
% of students Approaching Expectations
% of students Not Meeting Expectations

ANTH 203

% of students Exceeding Expectations
79% of students Meeting Expectations
% of students Approaching Expectations
% of students Not Meeting Expectations
2. ANTH 204

Results:

____% of students Exceeding Expectations

78.6% of students Meeting Expectations

____% of students Approaching Expectations

____% of students Not Meeting Expectations

Analysis: ("I think our result of x is due to a, b, c.")

Application of Results/Action Plan for Improving Student Achievement

(Did you find the assessment(s) used effectively captured how students were performing in the above outcome? How have the assessment results been used to improve teaching and learning? How will the results be used to improve the student achievement of the outcome listed above?)

As stated in Intended Learning Outcome #1, the department is discussing how best to incorporate lab grades.
Intended Student Learning Outcome #4

Intended Student Learning Outcome #4
Disseminate anthropological knowledge. This will assess student ability to present anthropological information appropriately and effectively in a professional setting such as a conference or the Learning and Research Fair

Measurable Criteria and Assessment Method(s)
(What data were collected and how? What unique assessment activities were used to measure student achievement?)

Measureable Criteria and Assessment Methods
Construct well-crafted documents and presentations that effectively communicate professional and anthropological information—ANTH 400 level classes. 100% of the students in Dr. Whelehan’s Senior Seminary gave presentations but I do not have the data on how many met expectations.

Results & Analysis

Results:
____% of students Exceeding Expectations
____% of students Meeting Expectations
____% of students Approaching Expectations
____% of students Not Meeting Expectations

Analysis: ("I think our result of x is due to a, b, c.")

Application of Results/Action Plan for Improving Student Achievement
(Did you find the assessment(s) used effectively captured how students were performing in the above outcome? How have the assessment results been used to improve teaching and learning? How will the results be used to improve student achievement of the outcome listed above?)

Any analysis of our results is impeded by the incomplete nature of our dataset. Unfortunately, staffing changes led to less data being available for us to analyze. One faculty member retired and another resigned unexpectedly, and the assessment data needed from these colleagues was not collected before they left the college. As a result, what was made clear from our analysis was that we need a much more structured process for the collection of assessment data so as to prevent his from happening in the future. The department is currently developing a plan for data collection that involves an assessment data check-in at the department retreats that start fall and spring semesters each year.
Though there are gaps in the data, the results that we do have show that in general our majors are successful in meeting the objectives set to them. For example, almost all of our majors demonstrated an understanding of anthropological research in a topical or geographic area, and the same number successfully designed a study that used anthropological method and theory to gather primary data to address a contemporary issue or client’s need. Having these fundamental research skills is essential for preparing our students for the various tracks they will pursue after they graduate (whether academic or professional).

The results that suggest less success appear to come from our 200-level classes, which give our students a familiarity with each of the four major sub-fields of anthropology (archaeology, cultural anthropology, linguistic anthropology, and physical anthropology). These results may be explained by the fact that many of our majors take these courses early on in their academic careers, when they are less experienced and perhaps less serious about their coursework. Students may also be struggling with the content since it is likely the first time they are encountering it in these introductory classes.

Nevertheless, these results prompt questions since we reformatted the 200-level courses to include lab sections in order to ensure that our majors got additional training in the methods of each sub-field. The department must discuss whether these results should be considered in combination with the assessment datasets from other, upper-division courses. We must assess whether the data sources offer the right information for learning outcomes relating to research methods of each subfield.

The assessment results have also prompted discussion in the Anthropology Department about how to include data from our capstone course, ANTH 480 Senior Seminar. In the academic year reviewed for this report, the final project for the course was a group paper where assessing the learning of individual students proved challenging. This situation led to changes in how the project was formatted. Since 2015, the final project includes both an individually-authored research paper as well as group-authored sections. This change should help us better assess whether our majors can carry out research and construct a document that effectively communicates anthropological information. In lieu of this, we must explore how to incorporate final project results from other 400-level classes.
Summary of Action Plans for upcoming Academic Year __2017-2018________

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Director of Assessment is implementing a procedure for gathering data every semester to address the issue of lack of data due to retirements or faculty changes.</td>
</tr>
<tr>
<td>2.</td>
<td>The Director of Assessment will review assessment expectations with faculty who are new to the department.</td>
</tr>
<tr>
<td>3.</td>
<td>The Anthropology department is discussing the best way to gather data from 200 level classes</td>
</tr>
<tr>
<td>4.</td>
<td>The Anthropology department must assess whether our stated learning outcomes and data sources offer adequate consideration of research methods/</td>
</tr>
<tr>
<td>5.</td>
<td>The Anthropology Department is discussing the best way to gather data from 400 level classes other than ANTH 480.</td>
</tr>
<tr>
<td>6.</td>
<td>The Anthropology Department will complete the assessment reports for 2014-2015 and 2015-2016</td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
</tbody>
</table>