

2012-2013 Assessment Snapshot for Anthropology - M.A.

[Learning Outcomes](#) **2012-2013 Snapshot (read only)** [2013-14 Current Cycle](#) [2014-15 Next Cycle](#)

Last edited by SCamp on 15-SEP-13

Learning Outcome (s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
<p>Comprehension 1) Diversity and Inequality: The discipline of anthropology teaches students how to integrate different lines of evidence to address critical social issues and the human condition. Anthropologists draw upon both theoretical and methodological approaches unique to the discipline in order to address issues of broad interest, including human evolution, systems of inequality, cross cultural differences, gender and sexuality, race and ethnicity, and globalization, citizenship, and migration 2) Competency in the four subfields of anthropology: Demonstrate knowledge and understanding of concepts that are the foundation of cultural anthropology, archaeology, physical anthropology, and linguistics 3) Process: Demonstrate knowledge and understanding of research methods and theory. We require that students understand the methodological approaches in the field of anthropology, and offer courses in order to pass along such information (including archaeological laboratory and field courses as well as ethnographic research methods courses).</p>	<p>Direct Measure 1) Research involving human subjects approved by IRB; theses incorporate sensitivity to cultures addressed in the research 2) GPAs in ANTH 510 and 521, reflecting competency in 4 subfield core courses 3) GPAs reflecting competency in research methods and theory courses; satisfactory incorporation of method and theory into theses; grade performance in Anth 521 (graduate student capstone course) [every 2 years as this course is offered every other year].</p> <p>Indirect Measure 1) Graduate Surveys: Students are surveyed in ANTH 521 answer questions regarding satisfaction with curriculum quality and breadth, quality of instruction, coverage of ethics, formulating values and goals, and preparation for thesis research and writing. These surveys are conducted anonymously. 2) Annual Graduate Student Evaluations: Annual graduation evaluations are required by the University of Idaho's College of Graduate Studies (COGS). Every April graduate students are sent a form that asks about their progress in selecting a thesis committee, finishing a thesis proposal, and filing a study plan with their advisor. The evaluation also requests information on their successes their progress towards degree/thesis completion. 3) Adding Course Learning Objectives on Faculty Syllabi - all faculty have added these in the 2012-2013 academic year. 4) Faculty discussions at End of Year and Beginning of Year Retreats and Assessment Committee meetings.</p>	<p>Direct Benchmarks 1) All research conducted with human subjects approved by IRB; faculty assessment that theses reflect sensitivity to cultures addressed in the research; research projects approved by communities (where applicable) addressed in the research, 2 & 3) Grades were not able to be accessed for ANTH 510, which was taught by an adjunct faculty member, but we are in the process of obtaining this data from them. ANTH 521 will be taught in the spring of 2014, as it is taught every other year. Thus, grades are not available from ANTH 521.</p> <p>Indirect Benchmarks 1 & 2) Graduate Surveys and Focus Groups were not conducted in the 2012-2013 cycle because ANTH 521 is offered every other year. These surveys and focus groups will take place during the 2013-2014 assessment cycle. 3) Annual Evaluations of graduate students have been implemented over the last two years to ensure that students are making adequate progress towards their degree. All MA students in the Anthropology program were required to turn in their annual graduate student evaluation form by May 1st, 2013. After that, faculty met on May 6th, 2013 to discuss each graduate student's progress. Faculty advisors then composed and emailed a letter to each advisee stating their progress advisees between mid-May and mid-June.</p>	<p>Direct Findings 1) All grad students pursuing research with human subjects successfully completed IRB form and all were accepted by the IRB committee. 2) See Note in Direct Benchmarks. 3) Faculty have been continuing to ensure that M.A. theses include and are grounded in appropriate theory.</p> <p>Indirect Findings Grad student surveys are given in the Anth 521 seminar to ensure high response rate; the course is offered every other year, and was not offered during the 2012-2013 cycle.</p> <p>Face-to-Face Findings The Department of Sociology & Anthropology's Chair meets with a select group of M.A. students annually. This will be conducted in ANTH 521 every other year, which will be in the coming assessment cycle (2013-2014).</p>	<p>1) The Department of Sociology & Anthropology's Chair meets with a select group of M.A. students annually. This will be conducted in ANTH 521 every other year, which will be in the coming assessment cycle (2013-2014)</p>

Student Interviews

1) Focus Groups: Focus groups comprised of M.A. students. The Department of Sociology & Anthropology's Chair meets with a select group of M.A. students annually. This will be conducted in ANTH 521 every other year.

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<p>1) Thinking and Creating: Graduate students are expected to create an original piece of scholarship as part of their M.A. program. This involves devising a unique research question, writing a thesis proposal that outlines their research question, research methodologies, and the theoretical contributions of the project, organize a thesis committee to evaluate their proposal and, if approved, subsequent M.A. research, and single-handedly author a document that encompasses the entirety of their M.A. project. To complete the thesis, students are expected to apply skills acquired in the classroom to experiences outside of the classroom (field schools, participation in faculty and laboratory research, conference presentations, publications). 2) Communication: Graduate students in our program harness and hone their understanding of a particular culture, archaeological site, or cultural phenomenon by sharing and communicating their research to the broader scholarly community and public at large via honing and exhibiting writing skills, presenting conference papers and posters, and presenting their thesis work at a public MA thesis defense. This aligns with the American Anthropological Association's ethics statement that requires scholars to disseminate their findings in a wide variety of forums.</p>	<p>Direct Measure Thinking and Creating: 1) M.A. thesis that is approved by a committee of scholars. 2) Number of theses defended each year. 3) Graduate student performance/grades in ANTH 500. Communication: 1) Number of students presenting at conferences each academic year. 2) Number of students publishing site reports, articles, theses, op-eds, media (blogs, websites, etc.) on their research. 3) Number of on and off campus events that students organize to disseminate anthropological research. 4) Number of students who serve as teaching assistants and instruct anthropology courses.</p> <p>Indirect Measure Thinking and Creating & Communication: 1) Graduate Survey (conducted every other year, will be conducted in 2013-2014). 2) Annual Graduate Student Evaluations. 3) Faculty End of the Year and Beginning of the Year Retreat discussions (meeting agenda uploaded). Assessment committee meetings that are conducted regularly throughout the academic year (meeting agenda uploaded). 4) Course Learning Outcomes on Faculty Syllabi have been added to all faculty syllabi associated with graduate and undergraduate courses (will be provided in the 2013-2014 assessment cycle when Dr. Camp teaches ANTH 510 and the graduate faculty will revise their ANTH 521 syllabus to reflect these outcomes and objectives).</p> <p>Student Interviews 1) Focus Groups with Chair of Department to be conducted every other assessment cycle</p>	<p>Direct Benchmarks Thinking and Creating: 1) 95% of students who defend their thesis do so successfully 2) High faculty satisfaction with student writing of theses and performance during the defenses as indicated by 500 grades (90% As and Bs) and faculty discussions. 3) high performance in Anth 521 (normally 90% As and Bs) and faculty discussions of students' performance based on students' class discussion, journals, and final paper.</p> <p>Indirect Benchmarks 1) High rate of satisfaction (good to excellent (2-1 average) on a 4 point scale with 1 excellent) on survey given to Anth 521 students with regard to thesis preparation, preparation for careers/Ph.D. program, integration of current developments, fostering sense of intellectual community, meeting goals of 521 course. 2) High rate of participation in extracurricular activities and all acknowledge that faculty made them aware of those opportunities.</p>	<p>Direct Findings 1) Faculty were largely pleased with the quality of theses and defenses; students with inadequate theses are not allowed to defend anyway until concerns of all committee members have been addressed. 2) All grad students who defended during this cycle earned B or above in Anth 500, which exceeds the benchmark, indicating a high level of success</p> <p>Indirect Findings Grad student surveys are given in the Anth 521 seminar to ensure high response rate; the course is offered every other year, and was not offered during the 2012-2013 cycle.</p> <p>Face-to-Face Findings N/A for this cycle, but discussions about how to incorporate this occurred</p>	<p>1) Create non-thesis MA; determination of requirements have been completed; create NOI, submit to curriculum committees and SBOE.</p>

in ANTH 521 (with the next assessment taking place in 2013-2014 cycle).

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<p>Engagement in 2 respects and Clarifying Purpose and Perspective: 1) Students engaged in the program, feel connected to it and to faculty and students, and enthusiastic about the program and anthropology. 2) Graduate students are exposed to a wide and diverse array of cultural groups and temporal periods in their course work and in their thesis research, whatever form their project may take (archival, ethnographic, archaeological, etc.). In the process, graduate students are expected to narrow their research interests and become specialists in the particular region, theoretical paradigm, material set (e.g. lithics, historic ceramics, etc.) and/or culture their thesis research involves. M.A. students are expected to reflect upon their interest and connection to their research subjects and research project with their thesis committee and in their coursework.</p>	<p>Direct Measure 1) Participation in extracurricular activities including field schools, reading and writing groups, and anthropology club.</p> <p>Indirect Measure 1) Graduate Survey (conducted every other year, will be conducted in 2013-2014) exhibits satisfaction with academic experiences, opportunities to interact with faculty, student life experiences, enhancement of intellectual development, and most would recommend the program to others. 2) Years to completion, retention rates, and rates of graduation from the program.</p> <p>Student Interviews 1) Focus Groups with Chair of Department to be conducted every other assessment cycle in ANTH 521 (with the next assessment taking place in 2013-2014 cycle).</p>	<p>Direct Benchmarks 1) High number of students participating in extracurricular activities (judgement rather than quantitative benchmark).</p> <p>Indirect Benchmarks 1) Graduate survey conducted in previous assessment cycle demonstrated that a majority of students express satisfaction on the survey (2-1) with academic experiences, opportunities to interact with faculty, student life experiences, and most would recommend the program to others. 2) Low years to completion and high rates of graduation from the program.</p>	<p>Direct Findings 1) Participation in the Anthropology Club is growing, and students have taken a leading role in it. Students, for instance, took a field trip to see the King Tut exhibit in Seattle as an Anthropology Club field trip during the 2012-2013 assessment cycle. Faculty have offered professionalization talks to attract more members. 2) Students have taken a leading role in initiating extra-curricular activities, such as participating in UI Sustainability projects, forming grad student organization that created a web site and staffed tables to promote the organization at professional conferences, and offered an archaeology movie series for the public this past spring with faculty discussants.</p> <p>Indirect Findings Grad student surveys are given in the Anth 521 seminar to ensure high response rate; the course is offered every other year, and was not offered during the 2012-2013 cycle.</p> <p>Face-to-Face Findings Focus group discussions are conducted by the Department Chair in the Anth 521 seminar to ensure high response rate; the course is offered every other year, and was not offered during the 2012-2013 cycle.</p>	<p>1) Publicize extracurricular activities for anthropology department. Perhaps recruit Anthropology Club students to do so.</p>

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<p>M.A. students are expected to consciously reflect upon their own position in the world in relationship to others, and to develop a fine-tuned understanding of the breadth of the human experience across time periods and cultural groups. One of the ways students develop this appreciation is by conducting hands-on work with local, regional, national, and international communities.</p>	<p>Direct Measure 1) Number of graduate students involved in internships/service learning experiences (e.g. working with museum collections, working at the Bowers Laboratory, etc.) for their research. 2) Number of students involved in applied anthropological research (e.g. public outreach events, working with tribes, etc.) each year.</p> <p>Indirect Measure 1) Graduate Surveys conducted in ANTH 521 every other year (this coming assessment cycle in 2013-2014 academic year). 2) Annual Graduate Student Evaluations, which involve student reflections and identifications of conference attendance, paper presentations, awards and grants received, internships conducted, and overall professionalization experiences beyond the classroom. 3) Discussions at Faculty Year End and Beginning of the Year Retreats and at Assessment Committee meetings. 4) Course Learning Outcomes on Faculty Syllabi (especially as they pertain to professionalization).</p> <p>Student Interviews 2) Focus Groups conducted by Department Chair in ANTH 521 every other year (this coming assessment cycle in 2013-2014 academic year).</p>	<p>Direct Benchmarks 1) An indication that graduate students are involved in a high level (e.g. at least 70% or more graduate students) of professionalization opportunities beyond their thesis work and coursework.</p> <p>Indirect Benchmarks 1) Students express an awareness of professionalization opportunities beyond the University of Idaho and the importance of gaining them in graduate student surveys and focus groups. 2) Students indicating they see a direct correlation between the professionalization experiences conducted in graduate school and the expansion of job opportunities for them upon graduation. This should be visible in our graduate surveys and focus group data.</p>	<p>Direct Findings 1) 27 papers given at several different professional conferences, which is a very high level of participation. 2) Two students in our program placed first place in student paper awards at local (Northwest Anthropological Conference) and national (Society for Historical Archaeology) conferences. 3) Faculty pleased with level of assistance in securing funding for conference travel and research. 4) 11 participated in faculty research (excludes thesis research initiated by students) 5) 4 worked at the lab; 1 as an employee and 3 others as volunteers.</p> <p>Indirect Findings Grad student surveys are given in the Anth 521 seminar to ensure high response rate; the course is offered every other year, and was not offered during the 2012-2013 cycle.</p> <p>Face-to-Face Findings Focus groups are given in the Anth 521 seminar by Department Chair to ensure high response rate. This course is offered every other year, and will offered in 2013-2014.</p>	<p>Foster connections between organizations and businesses in and outside of the state of Idaho to offer internships for graduate students. Potentially appoint internship coordinator to assist with this task. Number working with the lab needs to be increased as it provides professional experiences and can be a source of data for theses - Dr. Camp has moved her office hours to the Bowers Laboratory of Anthropology to increase student exposure to it.</p>

Evaluation Questions

Discuss your progress on the actions identified in your Assessment plan for 2011-12.

1) Methods used for measuring outcomes were revised and now provide a more measurable means for assessing outcomes 2) 1 credit grad only class has not yet been created because there are problems with implementing due to a decrease in faculty available to teach courses and UI course enrollment minimums for grad courses. 3) 521 course will be configured for the next cycle (offered every other year, and not in this year), but problems dealing with overly large enrollment in this type of class (seminar) have yet to be resolved 4) CRM courses have been added through Sandpoint project funding. Because the funding is external to the UI, sustainability of these courses is uncertain. 5) Efforts to increase student participation in out-of-class, professional activities have been successful 6) Efforts to contact grad students who have not enrolled in classes have increased, and methods for doing so have become more efficient

In what ways were the changes you made in 2011-12 effective in improving your program?

1) Methods for assessing outcomes provide more relevant information 2) Discussions regarding how to create a 1 credit grad only class are on-going 3) Impacts of changes to the 521 will be determined after the next cycle 4) Grad students have been enrolling in the new CRM courses 5) Large numbers of grad students participate in professional conferences, faculty research; more need to become aware of opportunities in the lab. 6) More un-enrolled students were contacted, and many responded to contact though a few did not respond and 1 stated that she was dropping out.

Files Uploaded Between October 16, 2012 and October 15, 2013

Uploaded 15-SEP-13: [LPutsche F-1412559842/grad student progress meeting S 2013.docx](#)

Uploaded 16-SEP-13: [SCamp F-1905719643/Anthropology Assessment Meeting - May 2013.docx](#)

Uploaded 16-SEP-13: [SCamp F-399403385/Notes from August 21 13 Graduate Program Discussion.docx](#)

Uploaded 16-SEP-13: [SCamp F239422220/Revised MA Anthropology Learning Outcomes - September 2013.docx](#)

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