AY 2023-2024 Learning Outcomes Assessment Update Report
LAS	Anthropology
Anthropology - BALAS
Program Code(s): 10KV0340BALA

Program Information	
Q47) This assessment update report was submitted by:	• Petra Jelinek • jelinek@illinois.edu
Q4) Is the program externally accredited?	No
Q17) Who will be the program-level assessment liaison or primary contact for AY 2024-25	• Petra Jelinek • jelinek@illinois.edu
Assessment Activities	
Q19) Did the program engage in any program-level learning outcomes assessment activities during AY 2023-24?	Yes
Q21) Which program learning outcomes did the program focus on during AY 2023-24?	• A broad knowledge of cultural, social, linguistic and biological facets of the human condition and the methods anthropologists use to study them. • Ability to conduct independent research through data collection, critical analysis, synthesis, and written presentation of findings. NOTE: updates to the Learning Outcomes as currently worded in the academic catalogue are in the process of moving through the CIM-P system.
Q22) What learning outcomes assessment activities did the program engage in during AY 2023-24?	Collected, analyzed, or evaluated student work/performance to determine learning outcomes achievement., Used assessment results to make programmatic decisions (e.g., change course content or pedagogy, design new course, hiring)., Investigated other pressing issue related to student learning achievement for the program.
Q25) What type of evidence did the program collect, analyze, or evaluate?	Capstone work product (e.g., written project or non-thesis paper), Thesis or dissertation used for program-level assessment in addition to individual student evaluation, Assessment-related such as assessment plan, learning outcomes, curriculum map, etc., Program or course materials (syllabi, assignments, requirements, etc.)

Q26) Please describe how the program collected, analyzed, or evaluated the evidence identified in the previous response to determine learning outcomes achievement.	• Capstone projects and honors theses are the two main ways we conduct a program-level assessment. This year over 30 students completed the senior capstone project and several others completed an honors thesis. Projects (capstone and theses) from inception to completion include the following: • Develop a research question • Gain experience and confidence in literature review • Conduct independent, student-driven research • Improve and build organizational skills, time management, and attention to workflow and task coordination • Develop expertise in an area of anthropological interest and relevance • Articulate the goals of your research in written and oral communication • Improve and build peer review skills and collaborative research skills • Improve and build written communication skills • Capstone instructors experience is that through the capstone project, student learning aligned with the stated learning outcomes. • A similar review and assessment was completed with the Director of Undergraduate Studies Department Head for honors theses.
Q27) Did the program use the results for learning improvement?	Yes
Q28) How were the results used for learning improvement?	We review syllabi, courses of instruction (including adding new courses, and removing old/defunct courses from the course catalogue. This has been bolstered with the addition of several new faculty as we are adding new courses to the course catalogue (and removed old ones that no longer fit the current curriculum). We are currently in the latter stages of moving curricular changes through the CIM-P system.
Q30) Have the assessment results been shared with anyone?	Yes, with program faculty, staff, and/or students
Q31) How were the results shared with program faculty, staff, and/or students?	Meeting
Q33) Briefly describe the assessment results that were used to make programmatic decisions.	Results indicated that our students will benefit from the courses taught by our new hires, including methods-based courses in anthropological genetics, ethics, and linguistic anthropology.
Q34) What programmatic decisions were made based on these assessment results?	Added/removed course(s), Improved student support services (advising, mentoring, tutoring, etc.), Modified program requirements, Revised curriculum
Q35) How will the programmatic decisions identified in the previous response be evaluated moving forward?	We are currently in the process of revising the anthropology curriculum through the CIM-P system to adjust for new faculty expertise and faculty members no longer with us.
Q36) What other issue related to student learning achievement did the program investigate?	• Students who were unable to complete the Capstone during the semester it was offered. • Students in the department on probation
Q37) What was the outcome of this investigation?	In consultation with faculty and Department Head (on a one-on-one basis) the Director of Undergraduate Studies and the Undergraduate Advisor reached out to students needing additional help to provide support to help students complete their capstone requirement in SP24 and as a summer independent study. UA and DUS reach out to students on probation to provide encouragement and offer assistance, including referring to counseling and other student services such as the writing center. Additionally, we encouraged attendance at a "weekly work-in" (open study session) provided by and with support of a faculty member in anthropology.

Q41) What groups or individuals were involved in the assessment activities during AY 2023-24?"	Course instructor(s), Program Faculty/Staff/Committee, Department chair/head (or equivalent), Academic Advisor(s)
Q42) How were the groups or individuals identified in the previous response involved in the assessment activities during AY 2023-24?	Capstone faculty (who is also the Director of Undergraduate Studies) worked closely with the Academic Advisor, Department Head, and a few other faculty members to develop ways we could helps students in need of additional help and resources. The Department Head, Director of Undergraduate Studies, and Academic Advisor met periodically to discuss issues and strategies to help students.
Next Steps	
Q43) What assessment activities are planned for AY 2024-25?	• We plan on continuing to use the Senior Capstone seminar and senior theses as a way to assess programmatic strengths and areas of weakness (similar to years past). • We plan on developing an exit survey for our graduates to gather information on their individual assessment of their skills and expertise and feedback on the program to help further guide improvements to our program. • We plan on gathering data from the LAS job placement statistics surveys (and hope to assess a distinction between employment, MA, PhD, other academic areas of study).
Resources	
Q44) What topics would you like to learn more about to better understand the learning outcomes assessment work?	Collecting evidence of student learning at the program-level, Course-embedded assessment, Curriculum mapping
Q45) What additional resources does the program need to better understand and/or carry out learning outcomes assessment activities?	Easy access to exit survey data from LAS.
Q46) If your program is identified as exemplary or endorsed by C-LOA, does C-LOA have permission to use the program's reports as models for other programs?	Yes

Learning Outcomes Assessment Resources

Illinois Resources

- Program Assessment at Illinois
- Frequently Asked Questions about Assessment at Illinois
- The Loop: Learning Outcomes Assessment @ Illinois
- Assessment Workshops and Events
- Assessment Brown Bag Series
- Assessment Insight Chats
- Learning Outcomes Assessment Community Listserv (LOAC-list)

External Resources

- American Association of Colleges and Universities (AAC&U) VALUE Rubrics
- Research & Practice in Assessment (Journal)