Annual Program Assessment Report

Academic Year Assessed: 2018-2019

College: Letters and Science

Department: Sociology & Anthropology

Submitted by:

Program(s) Assessed:
Indicate all majors, minors, certificates and/or options that are included in this assessment:

Majors/Minors/Certificate	Options
Anthropology Major (B.S. in Anthropology)	

Annual Assessment Process (CHECK OFF LIST)

1. Data are collected as defined by Assessment Plan
   YES_____   NO_____
2. Population or unbiased samples of collected assignments are scored by at least two faculty members using scoring rubrics to ensure inter-rater reliability.
   YES_____   NO_____
3. Areas where the acceptable performance threshold has not been met are highlighted.
   YES_____   NO_____   NA_____
4. Assessment scores were presented at a program/unit faculty meeting.
   YES_____   NO_____
5. The faculty reviewed the assessment results, and responded accordingly (Check all appropriate lines)
   Gather additional data to verify or refute the result. _____
   Identify potential curriculum changes to try to address the problem _____
   Change the acceptable performance threshold, reassess _____
   Choose a different assignment to assess the outcome _____
   Faculty may reconsider thresholds_____
   Evaluate the rubric to assure outcomes meet student skill level _____
   Use Bloom's Taxonomy to consider stronger learning outcomes _____
   Choose a different assignment to assess the outcome_____
   OTHER:

6. Does your report demonstrate changes made because of previous assessment results (closing the loop)?   YES_____   NO_____

1. Assessment Plan, Schedule and Data Source.
a. Please provide a multi-year assessment schedule that will show when all program learning outcomes will be assessed, and by what criteria (data). (You may use the table provided, or you may delete and use a different format).

Learning Outcomes	2015-16	2016-17	2017-18	2018-19	Target Courses for Assessment
(1) understand & articulate anthro-pological concepts & theories	ANTY 428				Exams & Project
(2) learn to read, understand, & critique anthropological works		ANTY 327			Course Exams
(3) acquire research skills that include the acquisition, analysis, and synthesis of research materials in a report format	ANTY 315				Research project
(4) develop the ability to write in an organized and logically consistent manner			ANTY 351		Term paper
(5) students shall learn to analyze multi-cultural and global issues			ANTY 337		Final project
(6) engage in field or laboratory research & carry out preliminary analyses of materials from primary materials and/or collections		ANTY 454			Lab Project
(7) learn to analyze, compare & interpret contemporary, historic, and prehistoric data from several societies or eras of past human experience				ANTY 428	1st Exam and Final Exam
(8) learn to formulate and present materials in an oral format				ANTY 454	Final Presentation

Scale:
Unacceptable   1   (for graded assignments = D, D-, or F)
Minimally acceptable   2   (for graded assignments = D+/C-)
Acceptable   3   (for graded assignments = C/C+)
Exceeds expectation   4   (for graded assignments = B's or A-)
Exceptional   5   (for graded assignments = A/A+)

Work must be judged minimally acceptable to meet the expectations for that course.
In each year, those whose courses are being monitored for learning outcomes will read a sampling of the other person's students' work or attend a sampling of oral presentations for that course (i.e., in 2015-16 the instructor for ANTY 428 will read a sampling of work from students in ANTY 315, and vice versa). This shall help provide a way of norming the assessment outcomes for any particular course.

*Data sources can be items such as randomly selected student essays or projects, specifically designed exam questions, student presentations or performances, or a final paper. Do not use course evaluations or surveys as primary sources for data collection.

b. What are your threshold values for which you demonstrate student achievement? (Example provided in the table should be deleted before submission)

Threshold Values		
PROGRAM LEARNING OUTCOME	Threshold Value	Data Source
(1) understand & articulate anthropological concepts & theories	The threshold value for this outcome is for 75% of assessed students to score 3 or above on a 1—5 point scale.	Randomly selected student exams & final projects
(2 learn to read, understand, & critique anthropological works	The threshold value for this outcome is for 75% of assessed students to score 3 or above on a 1—5 point scale.	Randomly selected student exams
(3) acquire research skills that include the acquisition, analysis, and synthesis of research materials in a report format	The threshold value for this outcome is for 75% of assessed students to score 3 or above on a 1—5 point scale.	Randomly selected student research projects
(4) develop the ability to write in an organized and logically consistent manner	The threshold value for this outcome is for 75% of assessed students to score 3 or above on a 1—5 point scale.	Randomly selected student final papers
(5) students shall learn to analyze multi-cultural and global issues	The threshold value for this outcome is for 75% of assessed students to score 3 or above on a 1—5 point scale.	Randomly selected student final project
(6) engage in field or laboratory research & carry out preliminary analyses of materials from primary materials and/or collections	The threshold value for this outcome is for 75% of assessed students to score 3 or above on a 1—5 point scale.	Randomly selected student lab project
(7) learn to analyze, compare & interpret contemporary, historic, and prehistoric data from several societies or eras of past human experience	The threshold value for this outcome is for 75% of assessed students to score 3 or above on a 1—5 point scale.	Randomly selected student 1st exam and final exam
(8) learn to formulate and present materials in an oral format	The threshold value for this outcome is for 75% of assessed students to score 3 or above on a 1—5 point scale.	Randomly selected student final presentation

2. What Was Done

a) Was the completed assessment consistent with the plan provided? YES_X_ NO_____
If no, please explain why the plan was altered.

b) Please provide a rubric that demonstrates how your data was evaluated.
(Example provided below should be deleted before submission – your rubric may be very different, it just needs to explain the criteria used for evaluating student achievement).
Example: Rubric for outcome #6

Indicators	Beginning - 1	Developing- 2	Competent- 3	Accomplished- 4
Analysis of Information, Ideas, or Concepts	Identifies problem types	Focuses on difficult problems with persistence	Understands complexity of a problem	Provides logical interpretations of data
Application of Information, Ideas, or Concepts	Uses standard solution methods	Provides a logical interpretation of the data	Employs creativity in search of a solution	Achieves clear, unambiguous conclusions from the data
Synthesis	Identifies intermediate steps required that connects previous material	Recognizes and values alternative problem solving methods	Connects ideas or develops solutions in a clear coherent order	Develops multiple solutions, positions, or perspectives
Evaluation	Check the solutions against the issue	Identifies what the final solution should determine	Recognizes hidden assumptions and implied premises	Evaluates premises, relevance to a conclusion and adequacy of support for conclusion.

This type of rubric can be used for all levels of assessment (the anticipated evaluation score may vary according to the course level). Some rubrics/assessments may be more tailored for courses (e.g. designed to assess outcomes in upper division courses or for lower division) and therefore the scores might be similar across course levels. Or, if you are assessing more basic learning outcomes, you might expect outcomes to be established earlier in the academic career.

3. How Data Were Collected
a) How were data collected? (Please include method of collection and sample size).

Learning Outcome 8: Oral Presentation. A random sample of x final poster presentations from ANTY 454 (Lithic Technology) that was taught in Fall 2018 was selected for evaluation. A total of 15 posters were completed in the course.

b) Explain the assessment process, and who participated in the analysis of the data.

NOTE: Student names must not be included in data collection. Totals of successful completions, manner of assessment (publications, thesis/dissertation, or qualifying exam) may be presented in table format <u>if they apply to learning outcomes</u>.

4. What Was Learned

Based on the analysis of the data, and compared to the threshold values provided, what was learned from the assessment?

a) Areas of strength

b) Areas that need improvement

5. How We Responded

a) Describe how "What Was Learned" was communicated to the department, or program faculty. Was there a forum for faculty to provide feedback and recommendations?

b) Based on the faculty responses, will there any curricular or assessment changes (such as plans for measurable improvements, or realignment of learning outcomes)?
YES_____   NO_____

 If yes, when will these changes be implemented?

Please include which outcome is targeted, and how changes will be measured for improvement. If other criteria is used to recommend program changes (such as exit surveys, or employer satisfaction surveys) please explain how the responses are driving department, or program decisions.

c) When will the changes be next assessed?

6. Closing the Loop
a) Based on assessment from previous years, can you demonstrate program level changes that have led to outcome improvements?

Submit report to programassessment@montana.edu