

Year 0 Undergraduate Program Planning Report

College: Letters & Science

Department: Sociology & Anthropology

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Assessment reports are to be submitted annually by program/s. The report deadline is September 15th.

Which programs are requesting a planning year?

Indicate all majors, minors, certificates and/or options that are included in this planning year

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

Part 1: Review and approve program learning outcomes.

Program Learning Outcomes (PLOs): PLOs should be written as specific, measurable statements describing what students will be able to do upon completion of the program. The assessment of PLOs provide feedback on the expected knowledge, skills, and attitudes that students develop as they progress through their program.

Are you keeping existing outcomes? Yes No

Not entirely clear. We may keep some, modify some, or discard some. Figuring this out is the goal for the 2019-20 assessment period.

If you are developing new program outcomes, what is your timeline for completion and approval?

Our plan is to develop our new outcomes and assessment plan in the 2019/20 academic year so that we can report on these in the fall of 2020. Our first assessment of the learning outcomes will be in the 2020-21 academic year which will be reported in fall 2021.

Part 2: Development of Assessment Plan

Each plan will require the following information:

Threshold Values: Along with PLOs, plans should include threshold values; minimums against which to assess student achievement for learning outcomes. Threshold values are defined as an established criteria for which outcome achievement is defined as met or not met.

Methods of Assessment & Data Source: Assessment plans require evidence to demonstrate student learning at the program level. This evidence can be in the form of a direct or indirect measure of student learning. Both direct and indirect assessment data must be associated with the program's learning outcomes. An assessment rubric will also need to be included that demonstrates how evaluation of the data was used to assess student achievement.

Timeframe for Collecting and Analyzing Data: Develop a multi-year assessment schedule that will show when all program learning outcomes will be assessed. As graduate assessment reports are biennial, faculty review of assessment results may only occur every other year, however, annual faculty meeting to review these data and discuss student progress may be beneficial.

Are any of your exiting thresholds, methods or data source rolling over to your new plan?

Yes No

Again this is uncertain at this time. We may keep some, but might scrap them. This is what we hope to accomplish this year.

If are developing new planning documents, please indicate what you committee will be developing (mark all that apply): All of these are likely to be impacted.

New threshold values
New Assessment Methods
New Data Source/s

Developing a multi-year rotation and data collection. In reviewing your existing planning schedule, will be keeping the same rotation? No

In the following fields, please indicate what will be completed, and by whom. It is recommended that during Year 0 Planning that assessment data is collected to determine whether it will be supportive of the learning outcomes.

Part 3: Program Assessment

The assessment report should identify how assessment was conducted, who received the analyzed assessment data, and how it was used by program faculty for program improvement(s). Assessment reports should also reflect on previous assessment and program improvements by identifying previous program-level changes that have led to outcome improvements.

What is your current method? What has, and has not been effective?

In each year, those faculty 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., the instructor for ANTY 425 will read a sampling of work from students in ANTY 343, and vice versa). The professor of the course and his/her colleague shall read the selected papers (or judge presentations) based on the designated learning outcome under review. This shall help provide a way of norming the assessment outcomes for any particular course. Each sampled paper or presentation shall be scored in accord with the designated learning outcome. Therefore, grades for this outcome may vary from a student's overall grade on the assignment.

Following attendance at a program learning outcomes workshop, it became clear that our learning outcomes have become too numerous to adequately assess. In addition, more work is needed on how we "close the loop" and take what we've learned (or think we've learned) and apply it in a meaningful way to the learning outcomes. As a result, it is recognized that we need to rethink what we have been doing.

Since the anthropology faculty is small (n=4), this revision to the program learning outcomes will be undertaken by the collective group with an opportunity for all of the relevant faculty to weigh in on the process. This will enable us to identify appropriate learning outcomes as well as identify relevant courses and create assessment rubrics that enable us to make meaningful modifications.

Part 4: Program Assessment Plan

A) Program Description (from catalog) – If updated please include a brief statement as to what determined the need for the update.

From the catalog:

“Students earning a B.S. in anthropology obtain a broad, anthropological perspective on the study of humankind. As part of the curriculum, students are expected to become familiar with and understand the interrelationships among the diverse aspects of our humanity – both present and past. These include the biological evolution of our species, the adaptive advantage of human symbolic capacities and technological abilities, and the development of culture from earliest recognizable traces through the emergence of complex civilizations. Historical concerns include investigations of the diversity of human languages, the relationship between language and world view, the ethnography of speech practices, the cultural construction of the social and physical world, and the social and structural relationships that people use to make sense out of their daily activities. These concepts are introduced and applied through course offerings in the four sub-fields of anthropology: social/cultural anthropology, archaeology, evolutionary/biological anthropology, and linguistic anthropology. Students work closely with faculty to gain a well-grounded knowledge of anthropological theories and methods that allows them to pursue research in one or more sub-fields of study.

Anthropology is a diverse field that provides students with a solidly-grounded liberal arts education. At the same time it is a cornerstone for understanding issues of diversity in an increasingly global world. In order to gain the skills needed to pursue research, students will learn how to think critically, read in a discerning manner, formulate logical arguments, and write in a coherent fashion. The B.S. degree in Anthropology prepares students for graduate work in this discipline. Graduate degrees are typically required for professional participation in this field. In addition to professional employment as research scientists or college-level professors, anthropologists often find positions as consultants, teachers, museum curators, or as specialists in historic preservation. Equally, domestic and foreign assignments with international, federal, or state agencies and institutions, and jobs in private industry, are available. Anthropologists are also found in public service organizations, medical and public health programs, environmental organizations, non-governmental organizations, and in positions that require community organizing abilities or ethnographic and social survey research skills.”

From the department website:

“Program Goals and Assessment

Our programs are oriented around the following objectives:

- To provide a well-rounded liberal arts education heavily invested in the social sciences.
- To provide students an opportunity to study social worlds in-depth, including social arrangements, social interaction, social structure and culture.
- To foster critical reading and thinking, intellectual curiosity and ethical reasoning in all of our students
- To enable students to develop and pursue their own intellectual questions through independent research
To nurture and train students to be progressively more independent learners
- To prepare students for the workforce – in government, business, education, nonprofits – by developing skills in research, synthesis, analysis, and written and oral communication
- To prepare interested students for graduate study in academic and applied fields”
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What determined the need for an update:

Attendance of the workshop on program learning outcomes by several faculty (including myself), made it clear that our current system of assessment needed to be reconfigured. In particular, we noted the

large number of outcomes (8 in anthropology) and the wide scatter of courses, made any sort of meaningful statements about assessment problematic. A brief examination of learning outcomes from other universities made it apparent that we should rework and rethink the current process.

Please include the current plan and schedule. Make a note of what will be updated and or reconsidered

Current Schedule:

Learning Outcomes	2015-16	2016-17	2017-18	2018-19	Target Courses for Assessment
understand & articulate anthropological concepts & theories	ANTY 428				Exams & Project
learn to read, understand, & critique anthropological works		ANTY 327			Course Exams
acquire research skills that include the acquisition, analysis, and synthesis of research materials in a report format	ANTY 315				Research project
develop the ability to write in a organized and logically consistent manner			ANTY 351		Term paper
Students shall learn to analyze multi-cultural and global issues			ANTY 337		Final project
engage in field or laboratory research & carry out preliminary analyses of materials from primary materials and/or collections		ANTY 454			Lab Project
learn to analyze, compare & interpret contemporary, historic, and prehistoric data from several societies or eras of past human experience				ANTY 453	1st Exam and Final Exam
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.

Notes on Changes: these have yet to be determined. We hope to have a better grasp of this over the upcoming year.

Part 5: Program Assessment Results

This section will be completed and reported in next year's report. If there is an existing rubric for assessment, please include.

What is the goal for the end of Year 0, and who all will be involved in the process?

Please include who received the analyzed assessment data, and how it was used by program faculty for program improvement

Submit report to programassessment@montana.edu