

## Assessment Plan – Year 0 Report

College: Letters and Science

Department: Sociology and Anthropology

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Year 0 Assessment Plan Report is due September 15<sup>th</sup>.

Indicate all majors, minors, certificates and/or options that are included in this new assessment Plan

Majors/Minors/Certificate	Options
Anthropology	

**Part 1: 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.

**List the program learning outcomes:**

PLO#	PLO Description
1.	Students will develop an appreciation for the diversity of human cultures and languages and the principles and methods that anthropologists employ for studying them.
2.	Students will identify the biological principles and historical contingencies that explain and govern the deep history of humanity as revealed by the findings of human paleontology and archaeology.
3.	Students will describe the fundamental laws and processes of heredity and evolution, and their implications for individuals and populations.
4.	Students will demonstrate knowledge of contemporary anthropological or archaeological theory.
5.	Students will demonstrate facility with critical thinking and cross-cultural competencies necessary for participation in today's globalized world.
6.	
7.	

(Ideally, program will have no more than 5 PLO's, if you have more than 7 you can expand the table, but consider the consolidation of outcomes)

## 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.

### 2a. Curriculum Map

ASSESSMENT PLANNING CHART						
Program Learning Outcomes	Course Alignments: Include rubric, number and course title	Identification of Assessment Artifact				
1	ANTY 225 Culture, Language & Society	Essay Exam				
2	ANTY 215 Human Prehistory	Essay Exam				
3	ANTY 313 Biological Anthropology	Essay Exam				
4	ANTY 428 Anthropological Theory; ANTY 450 Archaeological Theory	Final Paper				
5	ANTY 327 Medical Anthropology, ANTY 343 Popular Culture-Japan, ANTY 427 Anthropology of Gender; ANTY 348 Contemporary Africa	Final Paper				
ASSESSMENT SCHEDULE						
PLO	Course	Year to be assessed				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
1	ANTY 225	x			x	
2	ANTY 215		x		x	
3	ANTY 313	x				x
4	ANTY 428		x			
5	ANTY 327, 343, 427, 348			x		
4	ANTY 450			x		x


**Part 3: Program Assessment:** The assessment plan will need to include: 1. how assessment will be conducted; 2. who receives the analyzed assessment data, and 3. how it will be used by program faculty for program improvement(s).

1) How will assessment artifacts be identified?

*Assessment artifacts will be identified by the faculty teaching the course, the chair of the assessment committee, and the faculty at large. This will be done in advance of the course being taught so that selected artifacts can be determined a priori rather than a posteriori.*

2) How will they be collected (and by whom)?

*They will be collected each semester by the chair of the anthropology assessment committee. Collection will consist of obtaining electronic versions of exams or papers.*

3) Who will be assessing the artifacts?

*Assessment of the artifacts will be carried out by the chair of the anthropology assessment committee. This position will be a two-year, rotating position from a TT faculty member. Since the department is so small, it is expected that all faculty will be involved in the subsequent discussions of assessment.*

### Part 4: Program Assessment Plan:

All plans must include assessment rubrics (the methodology of how student artifacts are to be assessed, and a threshold for student success attainment. **(The chart below is an example of the information requested...you can configure your rubrics in different ways)**

<p><b>PLO #1:</b> Students will develop an appreciation for the diversity of human cultures and languages and the principles and methods that anthropologists employ for studying them.</p> <p><b>PLO #2:</b> Students will identify the biological principles and historical contingencies that explain and govern the deep history of humanity as revealed by the findings of human paleontology and archaeology.</p> <p><b>PLO #3:</b> Students will describe the fundamental laws and processes of heredity and evolution, and their implications for individuals and populations.</p>					
<b>Indicator</b>	<b>Level 1: Not yet competent</b>	<b>Level 2: Fairly Competent</b>	<b>Level 3: Highly Competent</b>	<b>Level 4: Sophisticated</b>	<b>Threshold Values: 80% of students will meet or exceed Level 3 competency</b>
<b>Relevance of Answer to the Question</b>	Essay did not answer the question	Answer is incomplete; excessive discussion of unrelated issues	Answer is brief with insufficient detail; unrelated issues were introduced and/or	Answer is complete; sufficient detail provided to support assertions; answer focuses only on issues	

		and/or significant errors in content	minor errors in content	related to the question; factually correct	
<b>Thoroughness of Answer</b>	None of the relevant details were included	Serious gaps in the basic details needed	Most of the basic details are included but some are missing	Deals fully with the entire question	
<b>Organization and Logic of Answer</b>	Weak organization; sentences rambling; ideas are repeated	Minor problems of organization or logic; needs work on creating transitions between ideas	Clear and logical presentation; good development of an argument; transitions are made clearly and smoothly	Clear and logical presentation; good development of an argument; transitions are made clearly and smoothly	
<b>Mechanics of Writing</b>	Major problems with mechanics of language; awkward sentence construction; poor or absent transitions; frequently difficult to understand	Frequent problems with mechanics of language; occasional awkward sentences and poor transitions; reduce readability	Clear, readable prose; good use of transitions; no problems with spelling, punctuation or grammar	Clear, readable prose; good use of transitions; no problems with spelling, punctuation or grammar	
<b>PLO #4:</b> Students will demonstrate knowledge of contemporary anthropological or archaeological theory.					
<b>PLO #5:</b> Students will demonstrate facility with critical thinking and cross-cultural competencies necessary for participation in today's globalized world.					
	<b>Level 1: Not yet competent</b>	<b>Level 2: Fairly Competent</b>	<b>Level 3: Highly Competent</b>	<b>Level 4: Sophisticated</b>	<b>Threshold Values: 80% of students will meet or exceed Level 3 competency</b>
<b>Depth of Analysis</b>	Paper does not address the assignment. Paper is inconsistent with anthropological principles (e.g., it makes or fails to challenge ethnocentric assumptions)	Paper does not address some aspects of the assignment. Paper demonstrates a somewhat shaky grasp of anthropological principles.	Paper fully meets the parameters of the assignment but does not exceed them. Paper demonstrates a good grasp of anthropological principles but has some awkwardness in applying them.	Paper goes beyond the assignment to explore the implications of arguments or evidence in new contexts or in particularly thoughtful, insightful, and/or original ways. Paper shows a nuanced grasp of anthropological principles and the ability to apply these principles with facility.	
<b>Grasp of Readings</b>	Paper badly misrepresents the authors' arguments, evidence, and/or conclusions.	Paper represents the authors' arguments, evidence and conclusions accurately though not sufficiently clearly. There are minor inaccuracies.	Paper represents the author's arguments, evidence and conclusions accurately.	Paper represents the authors' arguments, evidence and conclusions accurately, fairly and eloquently. Demonstrates a firm understanding of the implications of the author's arguments.	
<b>Thesis Paragraph</b>	Thesis paragraph does not have a discernable central argument. The argument is not demonstrable.	Thesis paragraph identifies a central argument that is demonstrable, though not stated sufficiently clearly. Does not guide the reader into the body of the paper.	Thesis paragraph clearly identifies a demonstrable central argument. Gives the reader a reasonably good sense of the nature of evidence that will follow.	Clearly and eloquently identifies a demonstrable and nuanced central argument. Provides the reader with a clear sense of the nature of evidence that will follow. Reveals the organizational structure of the paper. Guides the reader smoothly and logically into the body of the paper.	
<b>Evidence</b>	Evidence used does not clearly support the	Connection between argument and	Evidence used to support the central	Evidence used to support the central	

	main argument. (Where applicable) Important opposing evidence is ignored, thereby weakening the central argument.	evidence is not clearly articulated in all cases. (Where applicable) Consideration of opposing evidence is cursory or the evidence is not convincingly refuted.	point is well chosen, though not particularly rich or detailed. The connection between argument and evidence is clearly articulated.  (Where applicable) Some opposing evidence is considered and refuted.	point is rich, detailed and well chosen. Evidence sections employ appropriate illustrations and/or quotations. The connection between argument and evidence is clearly and compellingly articulated in all cases. (Where applicable) Important opposing evidence (i.e. evidence that might seem to contradict your argument) is considered and convincingly refuted.	
<b>Conclusion</b>	Is missing or cursory. Repeats the topic paragraph more-or-less verbatim.	Restates the same points as the topic paragraph without reframing them. Introduces new material rather than new perspectives.	Synthesizes and brings closure but does not examine new perspectives or questions.	Elegantly synthesizes and reframes key points from the paper. Suggests new perspectives or questions relevant to the central argument, and brings closure.	
<b>Organization</b>	Organization of the paper as a whole is not logical or discernable.	Organization of the paper as a whole can only be discerned with effort. Not all parts of the paper fit the organizational structure. Not all the parts of the paper are effectively integrated. In a number of paragraphs, there is not a distinct or coherent point. Topic sentences are missing or unclear in a number of paragraphs. In a number of paragraphs, the parts do not connect logically.	Organization of paper as a whole is logical and apparent, but transitions between paragraphs are not consistently smooth. Every paragraph makes one distinct and coherent point and, for the most part, the parts of each paragraph connect logically and effectively. In all but a few cases, the paragraph's point is expressed in a clear topic sentence.	Organization of paper as a whole is logical and quickly apparent. Connections among paragraphs are clearly articulated. Transitions between paragraphs are smooth. Every paragraph makes one distinct and coherent point, expressed in a clear topic sentence; the parts of each paragraph connect logically and persuasively, and internal transitions are smooth.	
<b>Clarity</b>	Throughout the paper, wording is imprecise or ambiguous. Sentence structure is consistently confusing.	Wording is imprecise or ambiguous fairly often. Sentence structure is often confusing. Quotations are not framed effectively in the text.	Paper is for the most part precisely worded and unambiguous. Sentence structure is mostly clear. Quotations are framed effectively in the text.	Throughout the paper, wording is precise and unambiguous. Sentence structure is consistently clear and lucid. Quotations are all framed effectively in the text (i.e. integrated properly in terms of both grammar and meaning) and explicated where necessary.	
<b>Mechanics</b>	Paper is unacceptably sloppy. Quotes are frequently not attributed or improperly cited.	There are a number of spelling and grammatical errors. In a few places, quotes are not attributed and cited.	There are a few minor spelling or grammatical errors. Quotes are all properly attributed and cited.	Paper is clean and appropriately formatted. There are no incomplete or run-on sentences. Quotes are all properly attributed and cited. There are virtually no spelling or grammatical errors.	

## **Part 5: Program Assessment Plan:**

1) How will annual assessment be communicated to faculty within the department? How will faculty participating in the collecting of assessment data (student work/artifacts) be notified?

*Once the report is written but before it is submitted, the anthropology faculty will meet to discuss the results and how any recommended changes or alterations can be implemented. Since the faculty meet as a group, the assessment data will be discussed at that time.*

2) When will the data be collected and reviewed, and by whom?

*The data will be collected at the end of each semester (spring and fall). This is to ensure that we have the necessary data and are not scrambling to find this information. The review/assessment will occur in the spring. This way changes and improvements can be implemented in the subsequent academic year. The review will be conducted by a faculty member appointed by the department head to serve a two-year rotating term as chair of the anthropology assessment.*

3) Who will be responsible for the writing of the report?

*The report will be written by the chair of the anthropology assessment committee.*

4) How, when, and by whom, will the report be shared?

*The report will be shared with the rest of the anthropology faculty. This will consist of a meeting of all faculty in which the results are presented and necessary actions and changes laid out.*

5) How will past assessments be used to inform changes and improvements? (How will Closing the Loop be documented)?

*Once we have an established baseline of information from our assessment reports, we will use that as a means to correct shortcomings we observe in meeting of the learning outcomes. This will include looking at the thresholds for each of the outcomes for that period and determining whether they are being met. If not, we will discuss ways in which we can better meet these outcomes (e.g., changes in how the material is delivered, stressing the importance of these in multiple courses, etc).*

6) Other Comments:

Submit report to [programassessment@montana.edu](mailto:programassessment@montana.edu)