

Office of Academic Program Assessment, Office of Academic Affairs
The 2012-2013 ANNUAL ASSESSMENT REPORT TEMPLATE

All annual assessment reports should be submitted by the academic unit (College/Department/Program) to the College Dean for review and onward transmittal to Academic Affairs. Reports are due in Academic Affairs no later than **July 1 each year** in electronic format.

Please directly answer the following questions and make sure the answers to each question are written in a way that is easy for the general public and for the students, faculty, staff, and administrators **to understand and to use**. To ensure that the various readers have enough information to **evaluate all parts of the report** -- the learning outcomes, the methods/data, the criteria/standards of performance, the interpretations, and the conclusions -- please make sure you provide explicit information including how you have selected your sample (e.g. students or their work) and how you have analyzed and interpreted the data. There is no specific length expectation, although conciseness should be the goal.

MA in ANTHROPOLOGY

1. As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?

a. If so, what are those changes? How did you implement those changes?

b. How do you know if these changes have achieved the desired results?

c. If no, why not?

The implementation of the Institutional Program Priorities during the academic year 2011-12 was the first time that the Department of Anthropology looked at its Graduate Program through the Assessment "lens". The department is currently in the process of developing its Assessment plan for the Graduate program. That said, the department has historically established check and balances to make sure that the students who enroll and graduate with a MA in Anthropology are successful in meeting the high expectations of the program and that their intellectual abilities measure up to the University's expected learning outcomes for graduate programs.

2. As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?

a. If so, what are those changes? How did you implement those changes?

b. How do you know if these changes have achieved the desired results?

c. If no, why not?

No changes have been implemented.

3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?

1. Use Anthropological Perspective (AP)

Students should be able to apply anthropological theory to an understanding of the human condition.

2. Written Communication (WC)

Students should be able to articulate their knowledge and understanding of the discipline clearly and effectively.

3. Inquiry and Analysis (IA)

Student should be able to identify problems, formulate questions, articulate relationships among variables and recognize connections between evidence and arguments/explanations

4. Critical Analysis (CA)

Students should be able to evaluate merits of arguments and explanations.

4. What method(s)/measure(s) have you used to collect the data?

The primary methods of assessment used are:

- 1) Evaluation of preliminary exams (two essays to be written in response to an essay prompt) administered to students who have finished their course work and are preparing to work on their thesis proposals. These exams are evaluated by a committee of 3 faculty members);
- 2) Evaluation of Thesis Prospectus by the thesis committee; and,
- 3) Evaluation of Master's thesis by the thesis committee.

5. What are the criteria and/or standards of performance for the program learning outcome?

Each essay and thesis is assigned a score ranging from 4 (Capstone) to 1 (Benchmark).

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?

- a. In what areas are students doing well and achieving the expectations?**
- b. In what areas do students need improvement?**

| Graduate Program Assessment | Preliminary Examination | | | | | | | | Prospectus | | | | | | | | Thesis | | | | | | |
|------------------------------------|-------------------------|----|----|----|----|---|----|----|------------|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| # of students | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Use of Anthropological Perspective | 3- | 3- | 3+ | 3+ | 3+ | 4 | 3+ | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Written Communication | 3 | 3 | 4 | 4 | 4 | 4 | 3+ | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Inquiry and Analysis | 3- | 3- | 3+ | 3+ | 3+ | 4 | 3+ | 3- | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Critical Analysis | 3- | 3- | 3+ | 3+ | 3+ | 4 | 3+ | 3- | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |

There is a variation in the performance of our graduate students when they are at the stage of taking their preliminary examination. However, there is a marked improvement in the post-preliminary exam phase, when students are expected to write a proposal, do their research and write the final thesis.

7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?

a. If so, what changes do you anticipate? How do you plan to implement those changes?

b. How do you know if these changes will achieve the desired results?

No, we don't anticipate making any changes to our program based on the results of our assessment. We do however feel the need to track students' performance over their tenure as a student. This will be discussed at the Department Retreat, scheduled for the end of August, 2013.

8. Which program learning outcome(s) do you plan to assess next year? How?

Given the small size of our program and also the relatively size of the sample in any given year, we plan on continuing to evaluate all aspects of the learning outcome simultaneously.