2015-2016
Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Report: | BA Anthropology |

Question 1: Program Learning Outcomes

Q1.1.
Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [**Check all that apply**]

☐ 1. Critical Thinking

☐ 2. Information Literacy

☐ 3. Written Communication

☐ 4. Oral Communication

☐ 5. Quantitative Literacy

☐ 6. Inquiry and Analysis

☐ 7. Creative Thinking

☐ 8. Reading

☐ 9. Team Work

☐ 10. Problem Solving

☐ 11. Civic Knowledge and Engagement

☐ 12. Intercultural Knowledge and Competency

☐ 13. Ethical Reasoning

☐ 14. Foundations and Skills for Lifelong Learning

☐ 15. Global Learning

☐ 16. Integrative and Applied Learning

☐ 17. Overall Competencies for GE Knowledge

☐ 18. Overall Competencies in the Major/Discipline

☐ 19. Other, specify any assessed PLOs not included above:

a. [_____]

b. [_____]

c. [_____]

Q1.2.
Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

Q1.2.1.
Do you have rubrics for your PLOs?

○ 1. Yes, for all PLOs

○ 2. Yes, but for some PLOs

○ 3. No rubrics for PLOs

○ 4. N/A

○ 5. Other, specify: [   ]

Q1.3.
Are your PLOs closely aligned with the mission of the university?

○ 1. Yes

○ 2. No

○ 3. Don't know

Q1.4.
Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

○ 1. Yes

○ 2. No (skip to **Q1.5**)

○ 3. Don't know (skip to **Q1.5**)

Q1.4.1.
If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

○ 1. Yes

○ 2. No

○ 3. Don't know

Q1.5.
Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

○ 1. Yes

○ 2. No, but I know what the DQP is

○ 3. No, I don't know what the DQP is

○ 4. Don't know

Q1.6.
Did you use action verbs to make each PLO measurable?

○ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.
Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Select PLO from list

Q2.1.1.
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Q2.2.
Has the program developed or adopted **explicit** standards of performance for this PLO?

◯ 1. Yes

◯ 2. No

◯ 3. Don't know

◯ 4. N/A

Q2.3.
Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

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Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
☐	☐	☐	1. In **SOME** course syllabi/assignments in the program that address the PLO
☐	☐	☐	2. In **ALL** course syllabi/assignments in the program that address the PLO
☐	☐	☐	3. In the student handbook/advising handbook
☐	☐	☐	4. In the university catalogue
☐	☐	☐	5. On the academic unit website or in newsletters
☐	☐	☐	6. In the assessment or program review reports, plans, resources, or activities
☐	☐	☐	7. In new course proposal forms in the department/college/university
☐	☐	☐	8. In the department/college/university's strategic plans and other planning documents
☐	☐	☐	9. In the department/college/university's budget plans and other resource allocation documents
☐	☐	☐	10. Other, specify:

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.
Was assessment data/evidence **collected** for the selected PLO?

○ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

| Don't know |

Q3.2.
Was the data **scored/evaluated** for this PLO?

○ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

Q3.2.1.
Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

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(**Remember**: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

○ 1. Yes

○ 2. No (skip to **Q3.7**)

○ 3. Don't know (skip to **Q3.7**)

Q3.3.1.
Which of the following direct measures were used? [**Check all that apply**]

☐ 1. Capstone project (e.g. theses, senior theses), courses, or experiences

☐ 2. Key assignments from required classes in the program

☐ 3. Key assignments from elective classes

☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques

☐ 5. External performance assessments such as internships or other community-based projects

☐ 6. E-Portfolios

☐ 7. Other Portfolios

☐ 8. Other, specify: [_____]

Q3.3.2.
Please **explain** and **attach** the direct measure you used to collect data:

[   ]

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Q3.4.
What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

○ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)

○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)

○ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)

○ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify: [_____] (skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

○ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

○ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

○ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.5.
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

○ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Q3.6.1.
How did you **decide** how many samples of student work to review?

Q3.6.2.

How many students were in the class or program?

Q3.6.3.
How many samples of student work did you evaluated?

Q3.6.4.
Was the sample size of student work for the direct measure adequate?

○ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?

○ 1. Yes

○ 2. No (skip to **Q3.8**)

○ 3. Don't Know (skip to **Q3.8**)

Q3.7.1.
Which of the following indirect measures were used? [**Check all that apply**]

☐ 1. National student surveys (e.g. NSSE)

☐ 2. University conducted student surveys (e.g. OIR)

☐ 3. College/department/program student surveys or focus groups

☐ 4. Alumni surveys, focus groups, or interviews

☐ 5. Employer surveys, focus groups, or interviews

☐ 6. Advisory board surveys, focus groups, or interviews

☐ 7. Other, specify:

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

📎 **No file attached**   📎 **No file attached**

Q3.7.2.
If surveys were used, how was the sample size **decided**?

Q3.7.3.
If surveys were used, how did you **select** your sample:

Q3.7.4.
If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.
Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

○ 1. Yes

○ 2. No (skip to **Q3.8.2**)

○ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

☐ 4. Other, specify:

Q3.8.2.
Were other measures used to assess the PLO?

○ 1. Yes

○ 2. No (skip to **Q4.1**)

○ 3. Don't know (skip to **Q4.1**)

Q3.8.3.
If other measures were used, please specify:

[ ] No file attached [ ] No file attached

(**Remember**: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

[ ] No file attached [ ] No file attached

Q4.2.
Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

[ ] No file attached [ ] No file attached

Q4.3.
For the selected PLO, the student performance:

○ 1. **Exceeded** expectation/standard

○ 2. **Met** expectation/standard

○ 3. **Partially** met expectation/standard

○ 4. Did not meet expectation/standard

○ 5. No expectation/standard has been specified

○ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

○ 1. Yes

○ 2. No

○ 3. Don't know

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

○ 1. Yes

○ 2. No

○ 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.
As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

○ 1. Yes

○ 2. No (skip to **Q5.2**)

○ 3. Don't know (skip to **Q5.2**)

Q5.1.1.
Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

Q5.1.2.
Do you have a plan to assess the *impact of the changes* that you anticipate making?

○ 1. Yes

○ 2. No

○ 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	○	○	○	○	○
2. Modifying curriculum	○	○	○	○	○
3. Improving advising and mentoring	○	○	○	○	○
4. Revising learning outcomes/goals	○	○	○	○	○

5. Revising rubrics and/or expectations	○	○	○	○	○
6. Developing/updating assessment plan	○	○	○	○	○
7. Annual assessment reports	○	○	○	○	○
8. Program review	○	○	○	○	○
9. Prospective student and family information	○	○	○	○	○
10. Alumni communication	○	○	○	○	○
11. WSCUC accreditation (regional accreditation)	○	○	○	○	○
12. Program accreditation	○	○	○	○	○
13. External accountability reporting requirement	○	○	○	○	○
14. Trustee/Governing Board deliberations	○	○	○	○	○
15. Strategic planning	○	○	○	○	○
16. Institutional benchmarking	○	○	○	○	○
17. Academic policy development or modifications	○	○	○	○	○
18. Institutional improvement	○	○	○	○	○
19. Resource allocation and budgeting	○	○	○	○	○
20. New faculty hiring	○	○	○	○	○
21. Professional development for faculty and staff	○	○	○	○	○
22. Recruitment of new students	○	○	○	○	○

23. Other, specify: [   ]

Q5.2.1.
Please provide a detailed example of how you used the assessment data above:

[   ]

(**Remember**: Save your progress)

Additional Assessment Activities

Q6.
Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

☐ No file attached   ☐ No file attached

Q7.
What PLO(s) do you plan to assess next year? [**Check all that apply**]

☐ 1. Critical Thinking

☐ 2. Information Literacy

☐ 3. Written Communication

☐ 4. Oral Communication

☐ 5. Quantitative Literacy

☐ 6. Inquiry and Analysis

☐ 7. Creative Thinking

☐ 8. Reading

☐ 9. Team Work

☐ 10. Problem Solving

☐ 11. Civic Knowledge and Engagement

☐ 12. Intercultural Knowledge and Competency

☐ 13. Ethical Reasoning

☐ 14. Foundations and Skills for Lifelong Learning

☐ 15. Global Learning

☐ 16. Integrative and Applied Learning

☐ 17. Overall Competencies for GE Knowledge

☐ 18. Overall Competencies in the Major/Discipline

☐ 19. Other, specify any PLOs not included above:

a. [_____]

b. [_____]

c. [_____]

Q8. Please attach any additional files here:

☐ No file attached   ☐ No file attached   ☐ No file attached   ☐ No file attached

Q8.1.
Have you attached any files to this form? If yes, please list every attached file here:

Program Information (**Required**)

P1.
Program/Concentration Name(s): [by degree]

BA Anthropology

P1.1.
Program/Concentration Name(s): [by department]

Select…

P2.
Report Author(s):

Dr. Samantha Hens

P2.1.
Department Chair/Program Director:

P2.2.
Assessment Coordinator:

P3.
Department/Division/Program of Academic Unit

Anthropology

P4.
College:

College of Social Sciences & Interdisciplinary Studies

P5.
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

P6.
Program Type:

◉ 1. Undergraduate baccalaureate major

○ 2. Credential

○ 3. Master's Degree

○ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

○ 5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

Don't know

P7.1. List all the names:

P7.2. How many concentrations appear on the diploma for this undergraduate program?
Don't know

P8. Number of **master's degree programs** the academic unit has?
Don't know

P8.1. List all the names:

P8.2. How many concentrations appear on the diploma for this master's program?
Don't know

P9. Number of **credential programs** the academic unit has?
Don't know

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?
Don't know

P10.1. List all the names:

When was your **assessment plan**...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	○	○	○	○	○	○	○
P11.1. last updated?	○	○	○	○	○	○	○

P11.3.
Please attach your latest **assessment plan**:

📎 **New Assessment Plan June 2016.docx**
28.09 KB

P12.
Has your program developed a **curriculum map?**

○ 1. Yes

○ 2. No

○ 3. Don't know

P12.1.
Please attach your latest **curriculum map**:

📎 No file attached

P13.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

○ 1. Yes

○ 2. No

○ 3. Don't know

P14.
Does your program have a capstone class?

○ 1. Yes, indicate: [   ]

○ 2. No

○ 3. Don't know

P14.1.
Does your program have **any** capstone project?

○ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Anthropology Department

Assessment Plan for New Curriculum

June 27, 2016

The Anthropology Department offers a core set of foundation courses followed by the choice of one out of three concentrations: 1) Culture, Language and Society (CLS), 2) Archaeology and Biological Anthropology (ABA), or 3) General Anthropology (GA).

Anthropology Department Mission Statement

The mission of the Anthropology Department is to provide students with an educational experience and environment that promotes grounding in disciplinary knowledge and methods, the ability to proceed to discipline-related graduate programs and careers, and the skills and values needed for citizenship in our diverse culture and the world.

CORE ANTHROPOLOGY PROGRAM LEARNING GOALS

All three concentrations will contain the following four **Program Learning Goals (PLGs)** [linked to the Sacramento State Baccalaureate Learning Goals (BLGs)].

Table 1. University Baccalaureate Learning Goals (BLGs) linked to Anthropology Program Learning Goals (PLGs).

University Baccalaureate Learning Goals (BLGs)	Anthropology Program Learning Goals (PLGs)
Competence in the Discipline Knowledge of Human Cultures and the Physical and Natural World Personal and Social responsibility (Values)	Competence in Anthropology (PLG #1)
Intellectual and Practical Skills	Critical Thinking (PLG #2)
Intellectual and Practical Skills Integrative Learning	Inquiry and Analysis (PLG #3)
Intellectual and Practical Skills Integrative Learning	Written Communication (PLG #4)

CORE ANTHROPOLOGY PROGRAM LEARNING OUTCOMES

All three concentrations will contain the following four **Program Learning Outcomes (PLOs)** directly related to the Program Learning Goals.

Table 2. Anthropology Program Learning Goals (PLGs) linked to Anthropology Program Learning Outcomes (PLOs)

Anthropology Program Learning Goals (PLGs)	Anthropology Program Learning Outcomes (PLOs)
Competence in Anthropology (PLG #1)	Anthropology students should be able to understand and apply fundamental concepts relevant to the field. (PLO #1)
Critical Thinking (PLG #2)	Anthropology students will be able to systematically explore issues, ideas, artifacts, and/or events before forming an opinion or a conclusion (PLO #2)
Inquiry and Analysis (PLG #3)	Anthropology students should be able to systematically explore issues, objects, or works relevant to the field. (PLO #3)
Written Communication (PLG #4)	Anthropology students should be able to communicate effectively in writing about topics relevant to the field. (PLO #4)

DETAILED PROGRAM LEARNING OUTCOMES FOR ANTHROPOLOGY

PLG # 1: Competence in Anthropology
   PLO #1: Anthropology students should be able to understand and apply fundamental concepts relevant to the field. Students will be able to:

   1.1: Effectively use anthropological concepts, frameworks and/or theories to analyze, explain and address the diversity in human experience. (CLS, ABA, GA)
   1.2: Demonstrate how anthropological scholarship contributes to, and in turn is influenced by, theories from other disciplines. (CLS, GA)
   1.3: Compare and contrast anthropological theories and/or perspectives. (CLS, GA)
   1.4: Demonstrate an understanding of evolutionary theory and processes relevant to anthropological issues. (ABA, GA)
   1.5: Demonstrate an understanding of scientific methods and inquiry. (ABA, GA)
   1.6: Demonstrate an understanding of human/primate biological and behavioral variation. (ABA, GA)

PLG # 2: Critical Thinking
    PLO#2: Anthropology students will be able to systematically explore issues, ideas, artifacts, and/or events before forming an opinion or a conclusion. Students will be able to:

    2.1: Critically evaluate issues through an anthropological lens and articulate the ways in which nature, culture and/or society intersect and inform human experience.
    2.2: Engage in and synthesize on-going debates and discussions in the field through the development of strong analytical skills and arguments.
    2.3: Identify appropriate sources and/or data.
    2.4: Synthesize and comprehend the sources and/or data.
    2.5: Critically assess and evaluate the quality of the arguments, issues, or ideas.

PLG #3: Inquiry & Analysis
    PLO #3: Anthropology students should be able to systematically explore issues, objects, or works relevant to the field. Students will be able to:

    3.1: Identify and investigate issues and objects of inquiry drawing from anthropologically relevant evidence.
    3.2: Systematically analyze anthropological topics or issues.
    3.3: Observe, quantify, and organize relevant issues, objects, or works (ABA specific)
    3.4: Understand the basis for such analyses (ABA specific)

PLG # 4: Written Communication
    PLO #4: Anthropology students should be able to communicate effectively in writing about topics relevant to the field. Students will be able to:

    4.1: Explain key theoretical concepts and debates within anthropology clearly and effectively.
    4.2: Identify and cite appropriate scholarly sources.
    4.3: Write in a clear, organized, and grammatically correct manner.

CURRICULUM MAPS FOR ANTHROPOLOGY PROGRAM

Table 3. Outcomes Matrix for Anthropology Program

	Goal/Outcome 1: Competence in Anthropology	Goal/Outcome 2: Critical thinking	Goal/Outcome 3: Inquiry & Analysis	Goal/Outcome 4: Written Communication
ALL MAJORS				
Lower division	I	I	I	I
Core: Ethnography	I	I	I	I
Core: Language	I	I	I	I
Core: Prehistory	D	D	D	D
Core: Bioanth	D	D	D	D
CLS Concentration				
Theory	D	D	D	D
Methods	D	D	D	D
Practicum	D/P	D/P	D/P	D/P
Breadth	D/P	D/P	D/P	D/P
ABA Concentration				
Arch Theory	D/P	D/P	D/P	D/P
Bioanth Theory	D/P	D/P	D/P	D/P
Lab Methods	D/P		D/P	
Breadth	D/P	D/P	D/P	D/P
GA Concentration				
CLS Breadth	D/P	D/P	D/P	D/P
ABA Breadth	D/P	D/P	D/P	D/P

I: Introduce,   D: Develop,   P: Proficiency

ASSESSMENT TIMELINE

Each year the faculty will focus explicitly on one program learning outcome. Based on the assessment data, the faculty will determine if any changes need to occur and what changes would best benefit our department and students. Once agreed upon, the changes would then be implemented the following year. **Academic year – 2015/2016 – develop assessment plan for new major.**

	PLO #1 – Comp Anth	PLO #2 - Critical Th	PLO #3 - I & A	PLO #4 - Writing
2016/2017	x			
2017/2018		x		
2018/2019			x	
2019/2020				x

Appendix 1. RUBRIC - COMPETENCE IN ANTHROPOLOGY (PLO #1). Anthropology students should be able to understand and apply fundamental concepts relevant to the field. **Standards of Performance**: Seventy percent of undergraduate students will get a 2.5. Concentration-specific approaches to anthropological perspectives indicated through concentration abbreviations (e.g., CLS, ABA, GA).

	1 – Proficiency (Highly Competent)	3 – Developing (Mostly Competent)	2 – Developing (Slightly Competent)	1 – Introducing (Barely Competent)
1.1. Use Anthrop Concepts (CLS, ABA, GA)	Critically evaluates and compares anthropological concepts, establishing clear connections.	Evaluates anthropological concepts without fully establishing their connection.	There is an attempt to explain anthropological concepts.	There is limited understanding of anthropological ideas and concepts.
1.2 Connections to other disciplines (CLS, GA)	Effectively engages in debates regarding different disciplines, developing strong argument.	Engages, with some success, between various disciplines.	There is an effort to establish connections between disciplines.	There is limited understanding of anthropology in relation to other disciplines.
1.3 Compare/Contrast anthropological theory (CLS, GA)	Effectively engages in debates regarding different anthrop. perspectives, developing strong argument.	Engages, with some success, between anthrop. perspectives.	There is an effort to establish connections between anthrop. ideas.	There is limited understanding of anthropological contributions.
1.4 Evolutionary theory (ABA, GA)	Effectively engages in evolutionary explanations in anthropology, developing strong arguments.	Engages, with some success, in evolutionary explanations in anthropology.	There is an attempt to explain evolutionary theory in anthropology.	There is limited understanding of evolutionary theory within anthropology.
1.5 Scientific method/inquiry (ABA, GA)	Effectively engages in scientific method and inquiry in anthropology, developing strong arguments.	Engages, with some success, in scientific method and inquiry in anthropology.	There is an attempt to explain scientific method and inquiry anthropology.	There is limited understanding of scientific method and inquiry in anthropology.
1.6 Human/primate variation (ABA, GA)	Effectively engages in explanations of biological/behavioral variation, developing strong arguments.	Engages, with some success, in explanations of biological/behavioral variation in anthropology.	There is an attempt to explain biological/ behavioral variation.	There is limited understanding of biological / behavioral variation.

Appendix 2. RUBRIC - CRITICAL THINKING (PLO #2). (Adapted from AAC&U Value Rubric) Anthropology students should be able to systematically explore issues, ideas, artifacts, and/or events before forming an opinion or conclusion. **Standards of Performance**: Seventy percent of undergraduate students will get a 2.5. All Anthropology Concentrations use same detailed PLOs.

	1 – Proficiency (Highly Competent)	3 – Developing (Mostly Competent)	2 – Developing (Slightly Competent)	1 – Introducing (Barely Competent)
2.1. Evaluate nature/culture/society & human experience	Critically evaluates and compares relationship between nature/culture & human experience.	Evaluates relationship between nature/culture & human experience.	There is an attempt to explain relationship between nature/culture & human experience.	There is limited understanding of relationship between nature/culture & human experience.
2.2 Engage in debates/discussions using strong analytical skills	Effectively engages in debates/discussions and developing analytical skills.	Engages, with some success, in debating/ discussing and developing analytical skills.	There is an effort to debate/discuss and develop analytical skills.	There is limited ability to debate/discuss or develop analytical skills.
2.3 Identify appropriate sources/data	Effectively identifies and engages with appropriate sources/data.	Identifies and engages, with some success, appropriate sources/data.	There is an effort to identify appropriate sources/data.	There is limited ability to identify appropriate sources/data.
2.4 Synthesize and comprehend sources/data	Effectively synthesizes/ comprehends sources/data.	Engages, with some success, in synthesizing/ comprehending sources/data.	There is an attempt to synthesize/comprehend sources/data.	There is limited ability to synthesize/comprehend sources/data.
2.5 Critically assess and evaluate arguments/issues/ideas	Effectively engages in critical evaluation of arguments, etc., building strong arguments.	Engages, with some success, in critically evaluating arguments, etc.	There is an attempt to critically evaluate arguments, etc.	There is limited ability to critically evaluate arguments, etc.

Appendix 3. RUBRIC - INQUIRY AND ANALYSIS (PLO #3). (Adapted from AAC&U Value Rubric) Anthropology students should be able to systematically explore issues, objects, or works relevant to the field. **Standards of Performance**: Seventy percent of undergraduate students will get a 2.5. All Anthropology Concentrations use same detailed PLOs for 3.1 and 3.2, ABA Laboratory Methods courses emphasize detailed PLOs 3.3 and 3.4.

	1 – Proficiency (Highly Competent)	3 – Developing (Mostly Competent)	2 – Developing (Slightly Competent)	1 – Introducing (Barely Competent)
3.1. Identify and investigate issues or objects in anthropology	Able to effectively identify and investigate relevant issues/objects.	Able to identify and investigate, with some success, relevant issues/objects.	There is an attempt to identify and investigate relevant issues/objects.	There is limited ability to identify or investigate relevant issues/objects.
3.2 Systematically analyze anthropological topics or issues	Effectively engages in systematic analysis of relevant topics/issues.	Engages, with some success, in analysis of relevant topics/issues.	There is an effort to analyze relevant topics/issues.	There is limited ability to analyze relevant topics/issues.
3.3 Observe, quantify, organize relevant issues, objects or works (ABA)	Effectively engages in observing/quantifying/ organizing relevant objects/works.	Engages, with some success, in observing/ quantifying/ organizing relevant objects/works.	There is an effort to observe/quantify/ organize relevant objects/works.	There is limited ability to observe/quantify/ organize relevant objects/works.
3.4 Understand the basis for such analyses in 3.3 above (ABA)	Effectively engages in understanding of basis for such methods of analysis, developing newer comparisons.	Engages, with some success, in understanding basis for such methods of analysis.	There is an attempt to understand basis for such methods of analysis.	There is limited understanding of basis for such methods of analysis.

Appendix 4. RUBRIC - WRITTEN COMMUNICATION (PLO #4). (Adapted from AAC&U Value Rubric) Anthropology students should be able to communicate effectively in writing about topics relevant to the field. **Standards of Performance**: Seventy percent of undergraduate students will get a 2.5. All Anthropology Concentrations use same detailed PLOs.

	1 – Proficiency (Highly Competent)	3 – Developing (Mostly Competent)	2 – Developing (Slightly Competent)	1 – Introducing (Barely Competent)
4.1. Explain key concepts using clear and effective arguments.	Critically evaluates concepts and develops strong, effective arguments.	Evaluates concepts and develops effective arguments.	There is an attempt to explain concepts and/or develop effective arguments	There is limited ability to explain concepts or develop effective arguments.
4.2 Identify and cite appropriate sources.	Effectively identifies and correctly cites sources.	Engages, with some success, in identifying and correctly citing sources.	There is an effort to identify and correctly cite sources.	There is limited ability to identify and/or cite sources.
4.3 Clear, organized, grammatically correct writing.	Effectively engages in writing in a clear, organized, grammatically correct style.	Engages, with some success, in writing in a clear, organized, grammatically correct style.	There is an effort to write in a clear, organized, grammatically correct style.	There is limited ability to write in a clear, organized, grammatically correct style.