

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Sociology and Anthropology/ Anthropology

Academic Year of Report: 2016-17
Date Submitted: 15 November 2017
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

Information is current; no changes required.

Information is not current; updates below.

Update:

This year we chose to follow our assessment strategy schedule that appeared in the November 2015 Anthropology Program Assessment Report. and we assessed Anth 3600 (Special Topics), Anth 3500 (Advanced Cultural Anthropology) and Anth 3900 (Magic, Shamanism and Religion) Because the Board of Regents 5 year Program Review Self-Assessment Report that was written in the Fall of 2016 counted as the Learning Assessment report for the year, we decided not to deviate from the previous established course assessment schedule. Therefore, we understand our basic threshold grade to be 70% in lower division courses to be 75% in upper division classes.

B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Measurable Learning Outcomes – Upper Division courses

At the end of their study at WSU, students in the Anthropology Program will:

- 1) Understand human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories).
- 2) Understand the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to documenting human differences and similarities across the world and through time.
- 3) Be proficient in basic anthropological concepts and terminology.
- 4) Know the processes of theory formation and how various theories have been developed, applied, and evaluated throughout the history of the discipline of anthropology.
- 5) Be familiar with a variety of anthropological research methods and analytic techniques.

- 6) Be able to apply critical thinking and reasoning skills to anthropological problems and issues.
- 7) Be able to write, speak, and communicate about anthropological issues.
- 8) Be aware of human prejudice and discrimination (e.g., racism, ethnocentrism, sexism, anthropocentrism), and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed. If the curriculum grid is not current, please provide an update:

- Information is current; no changes required.**
 Information is not current; updates below

KEY: LEVEL OF PROGRAM LEARNING OUTCOMES :

- L** = Low level of the program objective is achieved in the course
- M** = Moderate level of the program objective is achieved in the course
- H** = High level of the program objective is achieved in the course
- V** = Varies with course content

Curriculum Map - Upper Division courses

Core Courses in Department/Program	Program-specific Learning Outcomes								
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7	Learning Outcome 8	
ANTH 3100 (3) PREHISTORY OF NORTH AMERICA	H	M	H	L	L	M	M	L	
ANTH 3200 (3) ARCHAEOLOGY OF EARLY CIVILIZATIONS	H	M	M	M	L	H	H	L	

Core Courses in Department/Program	Program-specific Learning Outcomes							
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7	Learning Outcome 8
ANTH 3300 (3-6) ARCHAEOLOGICAL FIELD TECHNIQUES	L	L	M	L	H	M	M	L
ANTH 3400 (3) ARCH AEOLGICAL LABORATORY TECHNIQUES	L	L	H	L	H	H	H	L
ANTH 3500 (3) ADVANCED CULTURAL ANTHROPOLOGY	H	L	H	H	M	H	H	H
ANTH 3600 (1-3) CULTURE AREA STUDIES	H	L - M	M	M	M	H	H	H
ANTH 3900 (3) MAGIC, SHAMANISM, AND RELIGION	H	L	M	H	L	H	H	H
ANTH 4100 (3) ARCHAEOLOGICAL METHOD, THEORY, AND CULTURAL RESOURCE MANAGEMENT	L	M	M	H	H	H	H	L
ANTH 4200 (3) ANTHROPOLOGICAL THEORY	L	M	H	H	M	H	H	L
ANTH 4300 (3) ANTHROPOLOGICAL RESEARCH METHODS	L	M	M	H	H	H	H	L
SOC 3600 (3) SOCIAL STATISTICS	L	L	L	M	H	H	M	L

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan:

Persons Responsible for Collecting and Analyzing the Data: The full-time faculty of the Anthropology Program will serve as the Assessment Committee to oversee and implement the program’s assessment plan, with the Coordinator of Anthropology serving as the committee chair.

Assessment Measures to be used: The Anthropology assessment plan examines student outcomes for majors using the following direct and indirect measures. (To increase reliability and ensure validity at least two measures will be used for each outcome.)

<u>DIRECT MEASURES (DM):</u>	<u>INDIRECT MEASURES (IM):</u>
<p>1. Writing assignments and PPT presentations</p> <p>2. Grade point averages of graduating seniors:</p> <p>A. Anthropology GPA’s B. Cumulative GPA’s</p> <p>3. Grades of graduating seniors:</p> <p>Per course in required courses ANTH 4200 and 4300 in achieving Program Learning Outcomes</p> <p>4. Graduate school acceptance of our graduates</p>	<p>1. Exit interviews of graduating seniors</p> <p>2. Alumni surveys: Institutional data on: job placement; graduate and professional school acceptance; other significant accomplishments</p> <p>3. Verbal and written feedback from individual graduates</p> <p>4. Course-specific assessment results</p> <p>5. Before and after tests</p>

Schedule of Assessment: Data from direct measures (DM) will be collected and compiled for several Anthropology courses each year. For data pertaining to indirect measures (IM), exit interviews will be collected annually, but data from alumni surveys will be gathered on a rotational basis with each measure examined every two to three years. Analysis of the data will typically occur during autumn semester with any needed changes to the program to be identified and addressed as soon as possible. Our goal is to assess each Anthropology course that is offered on a regular basis (and that receives sufficient enrollments) at least once every five years.

Assessment Plan Chart:

**STUDENT LEARNING OUTCOMES:
(upper division courses)**

HOW ASSESSED:

1. understanding human biological
& cultural differences & similarities
across time & space

DM: 1 - 3; IM: 1; four courses: ANTH 3100, 3200, 3600, and 3900

2. understanding the four fields

DM: 1 - 3; IM: 1; five courses: ANTH 1000, 1020, 1040, 2010, and 2030

3. proficiency in concepts & terms

DM: 1 - 3; IM: 1 & 2; four courses: ANTH 3100, 3200, 3400, and 4200

4. knowledge of theory & history

DM: 1 - 3; IM: 1 & 2 ; Four courses: ANTH 3900, 4100, 4200, and 4300

5. familiarity with research methods

DM: 1 - 3; IM: 1; five courses: ANTH 3300, 3400, 4100, 4300, and SOC 3600

6. critical thinking & reasoning

DM: 1 - 3; IM: 1 & 2; seven courses: ANTH 3200, 3500, 3600, 3900, 4100, 4200, and 4300

- | | |
|--|--|
| 7. speaking, writing & communication | <u>DM</u> : 1 – 3; <u>IM</u> : 1 & 2; seven courses: ANTH 3200, 3400, 3600, 3900, 4100, 4200, and 4300 |
| 8. awareness of anthropological values | <u>DM</u> : 1 – 3; <u>IM</u> : 1 & 2; three courses: ANTH 3500, 3600, and 3900 |

**STUDENT LEARNING OUTCOMES:
(Social Sciences General Education
courses)**

HOW ASSESSED:

- | | |
|---|--|
| 1) be able to describe how people influence, and are influenced by, social practices | <u>DM</u> : 1; <u>IM</u> : 1; three courses: ANTH 1000, 2010, and 2030 |
| 2) be able to apply basic anthropological concepts, theories, and/or research methods | <u>DM</u> : 1; <u>IM</u> : 1; three courses: ANTH 1000, 2010, and 2030 |
| 3) be able to identify a commonly debated socio-cultural phenomenon | <u>DM</u> : 1; <u>IM</u> : 1; three courses: ANTH 1000, 2010, and 2030 |

**STUDENT LEARNING OUTCOMES:
(Life Sciences General Education
course)**

HOW ASSESSED:

- | | |
|--------------------------------------|--|
| 1) The Nature of science | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1020 |
| 2) The Integration of science | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1020 |
| 3) Science and society | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1020 |
| 4) Problem solving and data analysis | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1020 |

- | | |
|-------------------------------|--|
| 5) Levels of organization | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1020 |
| 6) Metabolism and homeostatis | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1020 |
| 7) Genetics and evolution | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1020 |
| 8) Ecological interactions | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1020 |

STUDENT LEARNING OUTCOMES:

HOW ASSESSED:

(Humanities General Education course)

- | | |
|---|--|
| 9) Demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines. | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1040 |
| 10) Analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures. | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1040 |
| 11) Demonstrate their ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms. | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1040 |

Assessment Plan Cycle: The Anthropology Program has adopted a 4-year course assessment cycle in order to evaluate its success in achieving the eight above-listed student learning outcomes. Only those courses with explicit levels of learning outcomes will be assessed on a regular basis.

2015 – 2016 AY: three upper division Archaeology Track courses (ANTH 3100, 3200, and 4100)

2016 – 2017 AY: three upper division General Anthropology Track courses (ANTH 3500, 3600, and 3900)

2017 – 2018 AY: General Education courses (ANTH 1000, 1020, 1040, 2010, and 2030)

2018 – 2019 AY: primary Major core courses (ANTH 4200 and 4300; SOC 3600)

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for 'acceptable performance' is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

a. Evidence of Learning: Courses within the Major

Dr. Holt administered the first Anthro 1000 test to a group of graduating seniors (this is the test that deals with human evolution and genetics) the average grade on the test was 88 which shows a strong degree of retention of material and student learning.

b. Evidence of Learning: High Impact or Service Learning

If you provide students with high impact or service learning opportunities briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](#) from George D. Kuh provides a brief overview of high-impact practices.

1) Based on your program's assessment findings, what subsequent action will your program take?

We will examine our current assessment efforts and our mission statement to see if you can find ways to improve both.

2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?

The use of logs, short papers, and journal article reviews in Anthropology courses are effective methods for assessing student learning. Bottom Line Up front (BLUF) power point slide presentations increase students' ability to be concise and clear and give informative oral presentations. These assignments are strong indicators of how well students understand basic anthropological concepts, as well as their ability to apply relevant terminology and theory to short writing assignments as well as longer final research papers.

TABLE 1 - Course data from Fall 2016 (N=9) One section taught by Dr. Mark Stevenson

Evidence of Learning: ANTH 3500 – Advanced Cultural Anthropology					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Anth Program Learning Goal 6: Be able to apply critical thinking and reasoning skills to anthropological problems and issues.	Measure 1: Week 6 Concept Mapping Exercise. Short writing assignment (3-4 pgs.) which proposes a research topic, maps related concepts, and proposes sites to conduct a hypothetical multisited ethnography.	Measure 1: Students will be able to apply conceptual framework (based on class readings / lecture) outlining methodological challenges of applying ethnographic methods to complex, global phenomena, institutions, social practices. Ave. assignment grade should exceed 80%	Measure 1: Ave. performance on assignment was 95%	Measure 1: Findings demonstrate strong grasp of concepts in their application to a novel research topic of their choosing.	Measure 1: No curricular or pedagogical changes are needed at this time.
	Measure 2: Three questions on Quiz 3 dealing with critical thinking and anthropological issues correctly answered	Measure 2: Grades of 75% or better	Measure 2: 83% of students correctly answered associated questions	Measure 2: Most students were able to apply critical thinking and issues	Measure 2: NO changes needed

Evidence of Learning: ANTH 3500 – Advanced Cultural Anthropology					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Anth Program Learning Goal 7: Be able to write, speak, and communicate about anthropological issues.	Measure 1: Research Project Proposal & Presentation. Students must write a grant application for and give a class presentation on a proposed research project, following a format which draws on the application form for post-Ph.D. research grants from the Wenner-Gren Foundation for Anthropological Research. Proposals must draw on existing research in the field, concepts and readings presented in class, and propose research which would make an original contribution to ethnographic practice in the field.	Measure 1: Grades of 75% or better on written and oral presentations	Measure 1: 90% of students were able to meet the threshold	Measure 1: Most students did very well on their written grant and all but two did very well on their oral presentation	Measure 1: No changes necessary;but will augment oral presentation with BLUF powerpoint in future.
	Measure2: Ethnographic case studies two page analysis	Measure 2: Grades of 75% or better on written and oral presentations	Measure 2: 90% of students were able to meet the threshold	Measure 2: Most students gave good concise, and convincingly argued reviews and analyses of case studies	Measure 2: No changes necessary

Evidence of Learning: ANTH 3500 – Advanced Cultural Anthropology					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Anth Program Learning Goal 8: Be aware of human prejudice and discrimination (e.g., racism, ethnocentrism, sexism, anthropocentrism), and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.	Measure 1: Week 4 – Cultural Relativism Assignment. Short writing assignment – students apply readings-based framework of cultural relativism to a current social issue or controversy.	Measure 1: Students will demonstrate ability to apply different versions of cultural relativism concept (outlined in readings) to a contemporary social issue, using non-scholarly sources (press, social media) . Ave. assignment grade should exceed 75%	Measure 1: Ave. performance on assignment was 96%.	Measure 1: Findings demonstrate strong ability to apply different version of the cultural relativism concept to delineate expressions of cultural identity, cultural politics of representation surrounding a socially controversial issue.	Measure 1: No curricular or pedagogical changes are needed at this time.
	Measure 2: 3 quiz questions that addressed prejudice and ethnocentrism	Measure 2: 75% or better correct	Measure 2: Average performance on these questions 88%	Measure 2: Findings suggest students gained a good understanding of these issues	Measure 2: No curricular or pedagogical changes are needed at this time.

Appendix – 3500 Evaluation Rubrics.

Rubric 1 – short writing assignment rubric:

All review essays will be graded according to the following criteria:

All parts of question answered (70 points):

Use of detail from article (20 points):

Clarity of writing/grasp of material (10 points):

Total points: 100

Rubric 2 – take-home final exam rubric:

All parts of question answered thoroughly (55 points):

Use of detail from article (35 points):

Clarity of writing/grasp of material (10 points):

Total points: 100

Data in this table were based on classes taught by Dr. Mark Stevenson in the Spring of 2016 and 2017, N=31.

TABLE 2

Evidence of Learning: ANTH 3600 – Contemporary Peoples of Europe					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Anth Program Learning Goal 1: Understand human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories).	Measure 1: Week 2 Assignment Readings-based essay comparing application of anthropological theory & ethnographic practice in non-Western and European field sites.	Measure 1: Students must demonstrate ability to contextualize research topics in European ethnography within recent developments in cultural anthropology regarding analysis of contemporary social institutions and practices. Ave. assignment grade should exceed 75%	Measure 1: Ave. performance on assignment was 86%.	Measure 1: Findings demonstrate satisfactory grasp of concepts, ability to grasp metacritical explorations of the history of the discipline itself.	Measure 1: No curricular or pedagogical changes are needed at this time.
	Measure 2: Short essays addressing biological and cultural differences	Measure 2: Ave. assignment grade should exceed 75%	Measure 2: Ave. performance on assignment was 89%	Measure 2: Findings demonstrate satisfactory grasp of concepts, ability to grasp metacritical explorations of the history of the discipline itself	Measure 2: No curricular or pedagogical changes are needed at this time.

Evidence of Learning: ANTH 3600 – Contemporary Peoples of Europe					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Anth Program Learning Goal 6: Be able to apply critical thinking and reasoning skills to anthropological problems and issues.	Measure 1: Week 1 Assignment Readings-based and reflection essay. After reading autobiographical account of ethnographer's fieldwork in Europe, students asked to describe hypothetical scenario describing potential ethnographic fieldwork in Europe.	Measure 1: Students must be able to reflexively discuss their own subjective preconceptions of European cultures, and potential impact their nationality would have on informants' reactions to them as a researcher. Ave. assignment grade should exceed 75%	Measure 1: Ave. performance on assignment was 80%.	Measure 1: Findings demonstrate satisfactory grasp of concepts.	No curricular or pedagogical changes are needed at this time.
	Measure 2: Three quiz questions base on critical reasoning of anthropological problems	Measure 2: Ave. assignment grade should exceed 75%	Measure 2: Ave. performance on assignment was 88%	Measure 2: Findings demonstrate satisfactory grasp of concepts..	

Evidence of Learning: ANTH 3600 – Contemporary Peoples of Europe					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Anth Program Learning Goal 7: Be able to write, speak, and communicate about anthropological issues.	Measure 1: Week 3 Assignment Readings-based short essay on two ethnographies of small rural communities in Europe.	Measure 1: Students must demonstrate ability to relate ethnographies changing nature of European ethnography from emphasis on peripheral communities to more complex social settings.	Measure 1: Ave. performance on assignment was 93%.	Measure 1: Findings demonstrate strong grasp of concepts.	No curricular or pedagogical changes are needed at this time.
	Measure 2: Article abstracts	Measure 2: Ave. assignment grade should exceed 80%	Measure 2: Ave. performance on assignment was 90%	Measure 2: Findings demonstrate strong grasp of concepts.	
Anth Program Learning Goal 8: Be aware of human prejudice and discrimination (e.g., racism, ethnocentrism, sexism, anthropocentrism), and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.	Measure 1: Week 6 Assignment Short readings-based writing assignment – students anthropological framework to understanding nature of communal conflicts in contemporary Europe	Measure 1: Students will demonstrate ability to apply different versions of cultural relativism concept (outlined in readings) to a contemporary social issue in Europe.	Measure 1: Ave. performance on assignment was 86%.	Measure 1: Findings demonstrate satisfactory grasp of concepts.	No curricular or pedagogical changes are needed at this time.
	Measure 2: Article abstracts	Measure 2: Ave. assignment grade should exceed 75%	Measure 2: Ave. performance on assignment was 90%	Measure 2: Findings demonstrate satisfactory grasp of concepts	

Data in this table are based on two sections of the course that were taught by Dr. Ronald Holt in the Spring of 2016 and 17, N=53.

Table 3

Evidence of Learning: ANTH 3900 – Magic Shamanism and Religion					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning 80%	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 3: Concepts and terms	Measure 1: Final Research paper Concepts and terms	Measure 1: Student presentation of abstracts	Measure 1: Average was 90%	Measure 1: Findings demonstrate strong ability to deal with concepts and terms	No curricular or pedagogical changes are needed at this time
	Measure 2: First quiz contained 5 term oriented question	Measure 2: Ave. assignment grade should exceed 80%	Measure 2: Average was 84%	Measure 2: Findings demonstrate strong ability to deal with concepts and terms	
Learning Outcome 4: Theory and History	Measure 1: Final Research Paper	Measure 1: Ave. assignment grade should exceed 80%	Measure 1: Average was 90%	Measure 1: Findings demonstrate strong ability to deal with Theory and history	No curricular or pedagogical changes for either measure are needed at this time.
	Measure 2: Article abstracts	Measure 2: summarizing theoretical/historical articles in two pages	Measure 2: Ave. performance on assignment was 92%.	Measure 2: Findings demonstrate strong ability to deal with Theory and History	

Evidence of Learning: ANTH 3900 – Magic Shamanism and Religion					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning 80%	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 7: Write , speak, and communicate	Measure 1: Final paper 5 slide PPT	Measure 1: Class average 88%	Measure 1: Ave. performance on assignment was 94%.	Measure 1: Findings demonstrate good ability to present PPT and write and thnk critically	No curricular or pedagogical changes for either measure are needed at this time.
	Measure 2: Written essay tests	Measure 2: Logical, clear, precise with good use of logic	Measure 2: Ave. performance on assignment was 90%.	Measure 2: Findings demonstrate good ability to write and thnk critically	

*Direct and indirect: at least one measure per objective must be a direct measure.

GRADING RUBRIC for 3900 Written Assignments:

A.

Logical, clear, precise, convincingly argued, problem/thesis identified and clearly stated in introduction, problem described and fully developed, contains analysis and critical thinking, excellent spelling and grammar, specific evidence and references used to support argument, sources are of excellent academic quality, engages the reader and provides closure.

B.

A well-argued evaluation of a problem/thesis, some references and specific evidence to support reasoning, although more conventional and predictable than an A there is an attempt at analysis and critical thinking, good use of reliable sources, the writing and logic are coherent, convincing, grammar and spelling reasonable with only occasional errors..

C.

A hint of critical thinking and analysis, a main idea, grammar and spelling are of poorer quality than B but reasonable, uses some sources other than opinion, somewhat focused and coherent, there is an introduction and conclusion.

D.

Poorly organized argument, incomplete or ambiguous main idea, little or no references and supporting evidence, may use wikipedia or poor online sources, often relies on lists, spelling and grammar poor quality, reasoning is rambling and illogical, no critical thinking or analysis, little or no introduction or conclusion.

E.

Often shorter than length requirements and contains questionable claims, no main idea, organization is illogical and/or incoherent, no references or evidence, no critical thinking only opinion and personal bias, bad spelling and grammar, no logic, clarity or precision.

G. Summary of Artifact Collection Procedure

Artifact	When/How Collected?	Where Stored?
ANTH 3900 3 exams 2 article reviews Final research papers	Once every 5 weeks/ hard copies Once every 7 weeks/hard copies Last week of semester	Faculty office Faculty office Faculty office
ANTH 3500 4 quizzes 4 ethnographic case studies	Once every 3 to 4 weeks/Chi tester Once every 3 to 4 weeks/hard copies	Faculty/university electronic system Faculty office
ANTH 3600 4 article abstracts 2 exams 1 powerpoint 1 final research paper	Once every 3 to 4 weeks/hard copies Once every 7 weeks Once a semester/hard copies Once a semester/hard copies	Faculty office Faculty office Faculty office

Summary Information – Learning artifacts associated with ANTH 3500, 3600, 3900 of hard copy exam scores, professional journal article reviews, log entries, take-home essays, and Chi Tester Outcome Reports, all of which were collected at various times during the fall and spring semester of the 2016 – 20157academic year. Electronic and hard copies of these artifacts are stored in the appropriate faculty office, on their computers, or within the Chi Tester Warehouse. Two different Anthropology Program faculty members (Drs. Ronald Holt, and Mark Stevenson) taught the courses that were assessed for this report, and they can be contacted directly for additional information on the respective learning artifacts that either are in their possession or that can be accessed by them.

Appendix A		
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Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty	
Headcount	10
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	9
Full-time Tenured	3
Full-time Non-Tenured (includes tenure-track)	2
Part-time (adjunct)	4
With Master’s Degrees	
Full-time Tenured	
Full-time Non-Tenured	
Part-time (adjunct)	1
With Bachelor’s Degrees	

- A. Grade point averages of graduating seniors (AY 2016-17):
- a. Anthropology major GPA 3.55
 - b. WSU GPA 3.28

N=	a. Core GPA	b. Elective GPA
Average	3.56	3.53
Median	3.59, 3.71	3.56, 3.69

While some may not consider grades to be a direct measure of learning we feel that the grades achieved by all our students reflect their comprehension level of course content and the learning that they accomplish in all classes. This is certainly reflected in the reports that we get of our students' successes in graduate programs.