Annual Assessment Report to the College 2011-12

College: __CS&BS_____

Department: __Anthropology_____

Program: __Undergraduate, Graduate_____

Note: Please submit report to your department chair or program coordinator, the assessment office and to the Associate Dean of your College by September 28, 2012. You may submit a separate report for each program which conducted assessment activities.

Liaison: __Hélène Rougier_____

1. **Overview of Annual Assessment Project(s) (optional)**

1a. Assessment Process Overview: Provide a brief overview of the assessment plan and process this year.

Anthropology is very actively engaged in assessment: there is evidence in the following report of strategic planning, relevant data collection and analysis, discussion of results, and collaboration across the faculty on how to solve problems identified by this year's assessment work.

The goals of this year's assessment were as follows: 1) Revision of Undergraduate and Graduate SLOs and preparation of a Plan to implement and assess the new PLOs; 2) Follow-up of last year's assessment to determine why our seniors are entering final seminars with poor writing and research readiness; 3) Follow-up of last year's assessment on our efforts for scaffolding thesis preparation for Graduate students; 4) Collection of data and contact information of alumni and graduating students.
This was a transition year between measurement of the SLOs published in the 2010-12 Catalog and the PLOs that we created and refined this year (see section 4 below). Discussion in faculty meetings about concerns over students' communication competency (which led to the creation of PLO 10 this year) prompted following up on last year's assessment to assess oral competency skills across courses in which students give formal presentations. This work, as well as continuing faculty concerns about the issue of communicative competency, led to our consensus that the new PLO 10 should be measured every year in conjunction with measurement of other high priority PLOs determined yearly (see the revised Program Assessment Plan, 2011-2016). Under our 2010-12 Catalog, the SLOs did not explicitly focus on communicative competency, although it is implied in SLO 7's focus on data and its presentation. The data we have on communicative competency therefore fit with the data presentation component of previous SLO 7 but more explicitly attend to the new PLO 10, and this is how they are presented in section 2A below.
Investigation of the third project listed above pertains to the assessment of the new Graduate PLO 7 (former SLO 8) on research skills (see section 2B below).

In 2011-12, the Assessment Committee facilitated work on assessment in the Department in consultation with (and with support of) the Chair, who has ultimate oversight, and with input from all Department members. This year's Committee included two faculty beside the Liaison; in total, it

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included one member from each of the three sub-fields of Anthropology represented in the Department (Archeology, Biological Anthropology, and Sociocultural Anthropology).

Assessment is a permanent item on the agendas of the monthly faculty meetings and the Committee is asked to report each month on the AALC meetings and the planning and progress of assessment activities; faculty contributions to assessment are discussed.

2A. Student Learning Outcome Assessment Project: Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

2A-a. Which Student Learning Outcome was measured this year?

Undergraduate PLO 10: Develop effective communication using anthropological standards.
Graduate PLO 10: Communicate effectively using anthropological standards.

2A-b. Does this learning outcome align with one of the following University Fundamental Learning Competencies? (check any which apply)

Critical Thinking_____
Oral Communication__yes_____
Written Communication_____
Quantitative Literacy_____
Information Literacy_____
Other (which?)_____

2A-c. What direct and indirect instrument(s) were used to measure this SLO?

Direct pre- and post-test assessment using rubrics.

2A-d. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used.

Planning for the Assessment Project

Anthropology faculty came together in the beginning of 2011-12 to discuss an emerging problem in their classrooms: anecdotally, it seemed that students were not uniformly meeting our expectations for oral communication competency, as evidenced by their performance on oral presentations of research or other forms of inquiry in advanced Undergraduate classes and Graduate classes.

The faculty decided to make this issue the focus of an assessment project and turned to the Assessment Liaison and Committee for ideas of how to proceed. The Assessment Committee subsequently shared the American Association of Colleges and Universities' L.E.A.P. (Liberal Education: America's Promise) normed rubric for oral communication, as well as a "homegrown" rubric used by one of the Assessment Committee members to assess students' oral presentations.

At a scheduled faculty meeting in the Fall of 2011 the faculty examined both rubrics and engaged in robust discussion about several issues:

(i) how we could scale the generic (but proven) L.E.A.P. rubric to fit our specific Anthropology students and learning contexts;

(ii) how we could possibly combine the rubrics so as to allow for a more specific Anthropology focus;

(iii) whether the capstone/final benchmark (i.e., the highest point in a five-point scale) should illustrate what is expected of a professional presentation at the American Anthropological Association or rather some other level of proficiency more akin to what we think an advanced Undergraduate or Graduate student should be able to demonstrate;

(iv) whether there should be different Graduate and Undergraduate benchmarks (and therefore, a different rubric); whether we should be basing the rubric on the long continuum from beginning Undergraduate through to professional;

(v) who we should assess, and how we would (and who would) do the assessment; and

(vi) how the results will be brought back to the faculty for further discussion and possible curriculum modification.

Methods, Procedures, and Emerging Issues

As a result of this planning discussion, the assessment committee:

(i) blended the L.E.A.P. and the "homegrown" rubrics and came up with Anthropology-specific criteria;

(ii) fashioned two separate rubrics (one for senior UG and one for Graduates; see Appendices A and B);

(iii) identified faculty whose classes would require oral presentations in Fall 2011 and Spring 2012;

(iv) sent out the revised rubrics to the whole faculty for feedback;

(v) sent the revised rubrics and instructions to designated faculty;

(vi) created a set of oral presentation tips (see Appendix C), in collaboration with the Technology Committee, to be posted on the Dept's website in time for Spring 2012. The Assessment Committee, hoping to insert an "intervention" of sorts between Fall and Spring semesters, felt that such a resource could serve as the intervention. We thought we might be able to influence students' performance in Spring. The working hypothesis was that student oral presentations would improve (cross-sectionally – none were followed longitudinally) from Fall to Spring in part because of having consulted these new resources;

(vii) obtained faculty agreement that they would use the rubrics to evaluate their students' oral presentations and then hand them back to the Assessment Committee for analysis;

(viii) facilitated faculty administration of the rubrics, fielding questions about how to fill out the rubrics as faculty completed them; and

(ix) addressed an emerging issue: how to calibrate across faculty.

2A-e. Assessment Results & Analysis of this SLO: Provide a summary of how the evidence was analyzed and highlight important findings from collected evidence.

Results

- ANTH 490C: Seminar in Cultural Anthropology (Fall 2011)

In Fall 2011, ANTH 490C (Seminar in Cultural Anthropology) oral presentations given by Undergraduate students were assessed by the instructor of record, using the blended rubric described above (see also Appendix A).

This is a small seminar class, as are its counterparts (ANTH 490A: Seminar in Archaeology, and ANTH 490B: Seminar in Biological Anthropology). The ANTH 490 seminars serve as unofficial capstones for the Undergraduate major. They have potential to become such in the future if they are standardized in content and/or format; at present they are idiosyncratic to the teaching interests of the faculty member, who has the opportunity to identify the topic of inquiry. Students in this class are expected to do substantive readings and come to class prepared to discuss readings in a seminar format. They are also supposed to make an inquiry or (depending on the class's focus) conduct an applied hands-on activity of their own making and then write up the results.

Some faculty members have elected to require students to present their work to their peers in the seminar. Such was the case in Fall 2011, which is why the course was selected to be a site of assessment of oral communication. Between 10 and 18 students normally enroll in each seminar. All majors must take one ANTH 490 seminar (be it 490A, B or C) as a condition of graduation. Currently, the prerequisite for ANTH 490 is past or concurrent enrollment in ANTH 473 (Archaeological Method and Theory) or ANTH 475 (Ethnographic Research Methods). We will return to a discussion of whether these prerequisites make sense now that we have gained a window onto assessment of student learning in the 490C context, but first we will describe in narrative form some of the key findings.

In Fall 2011's ANTH 490C class, ten Anthropology majors presented the results of their research inquiries in a formal oral presentation format. The instructor of record (hereafter, the teacher) expected each student to speak for 10 minutes and looked for evidence that they could address their chosen subject in a cogent and effective manner. Students were expected to make arguments using appropriate evidence or other supporting material, engage their audience, and express themselves clearly and in ways appropriate to the audience and subject matter.

The teacher listened to each of these 10 individual presentations and applied the Undergraduate verbal presentation rubric to each, marking the appropriate cells in the rubric.

A summary of the data obtained is presented in Tables 1 and 2 of Appendix D. [Note: please consult the rubric in Appendix A for the detailed descriptions of the cell contents and column/row headings.] Several observations can be drawn from the data in Tables 1 and 2:

(i) Most students are not hitting the final benchmark expected of a graduating senior for verbal presentation as measured by our chosen rubric;

(ii) Averages indicate low performance across all criteria: none of the averages even put the students into the category of approaching, much less reaching, the final benchmark on any of the criteria;

(iii) The students scored lowest in the content area (2.4 on a 5 to 1 scale, 1 being most rudimentary). This means that not only are they not hitting the final benchmark or even approaching the final benchmark standard, it seems that students on average in this class possess between "a few" and "some" of the building blocks needed for demonstrating a mastery of content in the verbal presentation;

(iv) Students showed they had some of the building blocks needed for being able to present supporting material effectively, organize an effective presentation, and engage the audience, but they were not approaching the final standard in any of these categories;

(v) Students scored highest on their choice of language, which got closest to the "approaching" of the final benchmark at an average 3.6 score;

(vi) We need to work towards improvement of student performance on all six criteria;

(vii) There is a wide range of proficiency even in this 10-person class of graduating seniors, which has implications for whether they are ready to undertake this senior-level seminar. The wide variation is too great to accommodate and overall the median seems too low to indicate readiness. Individual scores ranged from 1.8 to 5. Looking at the individual scores, we saw that:

     1) only 1 of 10 has met the final benchmark;

     2) one additional person is approaching the final benchmark;

     3) five additional students, hovering around a 3, possess some key building blocks for making verbal presentations, which is considered to be really at a beginning level of mastery;

     4) three students had scores of about 2, which indicates that while they possess a few of the key building blocks for making an effective presentation, they are not anywhere near the final standard one would expect from a graduating senior in Anthropology;

     5) Closing the loop: data seem to indicate that students are well below expectations for verbal presentations and that there is a wide range of proficiency. Future assessment discussions should examine this situation in the context of curricular modification. What courses are necessary precursors to successful performance in ANTH 490C? Is it truly the Methods class, or should it be the Theory class, for example?

We will now look at another Fall 2011 set of rubrics administered, in a class of 30 Undergraduates taking a 300-level class who made verbal presentations, to see if we see a notably different pattern or some new property.

- ANTH 300: Anthropology in the Modern World (Fall 2011)

ANTH 300 would potentially be one of the electives that students taking a 490C seminar would take. It was formerly in the GE program but was taken out in the mid-2000s, so now the students in the class are largely Anthropology majors. [Note: when looking at SOLAR in the compilation of this report, it was noted that there is an error: ANTH 300 should not be listed as a GE course any longer].

Anthropology in the Modern World examines contemporary global issues and problems and the effects. Topics covered can include anthropological perspectives on colonialism, modernization, acculturation, poverty, racism, sexism, energy, pollution, and applied anthropology. Prerequisites for this course include a lower-division GE course in Cultural Anthropology, Sociology, Political Science or Cultural Geography and completion of the lower-division writing requirement.

In Fall 2011, each student in this 30-student class made a ten-minute verbal presentation of secondary research inquiries they made for a class assignment. Topics were varied and reflected the applied nature of the course. Some samples of titles, as provided by the teacher who administered the assessment: The Education of Women in Iran; Racism in America; Environmental Education; Obesity in Youth; Oppression of Women in Saudi Arabia; Homeless War Veterans.

The teacher who administered the UG verbal presentation rubric on behalf of our assessment project also used the rubric to provide feedback to the students (which was written on the bottom of

the rubric and contained substantive comments on the content as well as on the presentation).

Since there is a larger number of students, the table summarizing the results of this assessment activity will be presented with the axes reversed as compared to Table 2 (see Appendix D), but the table still captures how individual students did as well as their average score and the average score for each criterion (see Table 3 in Appendix D).

On the basis of the ANTH 300 data presented in Table 3, several observations can be made:

(i) For these thirty students' presentations, the overall average score (of all students' averages) was 3.89. The overall average means that students were close but are not yet considered to be "approaching the benchmark" per the rubric (a score of 4). This is not surprising given that this is a 300-level class.

(ii) The overall average of 3.89 is higher than the scores that the 490C class received (3.08 as noted above). Comparisons are limited because we did not norm/calibrate the teachers adequately before having them administer the rubrics, and there is also the possibility of a "grading effect" whereby an assessment that is embedded into a grading schema may result in a different kind of scoring based on the expectations of the assignment set out by the teacher. Both possibilities are worth discussing with the faculty as a whole as we contemplate the use of embedded "signature" assignments that are common across all classes being assessed (see section 4A below).

(iii) In ANTH 300, students seem to be struggling foremost with content (their scores indicating that they have some basic building blocks needed for making effective presentations but are not approaching the benchmark). Secondarily, they are also scoring relatively low on their use of supporting materials, and on engaging their audience. In this class, coherence and organization as well as language choice of presentations received relatively high scores, while the communication of the central message reached just beyond a 4 ("approaching the benchmark").

(iv) In comparison, students in the 490C class also struggled with content, as well as getting across the central message to their audience, organizing their presentations, and using supporting material.

In our estimation it would be useful to pass on this information to faculty and to use this information to continue refining our verbal presentation resources. We need to think about calibration and also need to think about instituting a common assignment.

- Spring 2012 Assessment

In Spring 2012, we repeated the use of these same verbal presentation rubrics: two more ANTH 490 seminar classes (this time 490A and 490C), as well as a graduate class focusing on preparation of a research design for a thesis (ANTH 696B). Only one data set has come in of the three expected, so we will wait to report on Spring results. [They will be inserted here when available.]

One procedural note regarding Spring 2012: the three teachers teaching the designated courses were given a list of verbal presentation resources. They distributed these to their students prior to their presentations in lieu of them being available online as originally planned (see below).

We will now proceed to a discussion of the limitations of the data and think about implications for future assessment efforts.

May 17, 2012

Limitations of the Data and Data Collection Process / Implications for Future Assessment Efforts

(i) The work the Technology Committee and Assessment Committee put into creating the set of presentation tips was not fully realized because the Department as of Fall 2011 did not have autonomy over the Dept's website and thus no way to put the resources up on time. A workaround was created whereby all designated teachers participating in the Spring assessment of oral communication were sent the resource list and asked to provide it to their students. This technical problem bears discussion because we need to have technological support of the assessment process. Because of this situation, we decided that we can't make the "intervention" the main focus of the assessment analysis.

(ii) We had missing data: not all faculty returned completed rubrics to the Assessment Committee in time for this analysis. On this basis, the analysis plan had to be re-crafted to work with what data existed. We took note of this problem and decided that it will be more effective to create embedded "signature" assignments that are planned a semester or year in advance (in collaboration with designated teachers; see section 4A below and Program Assessment Plan, 2011-2016).

(iii) We did not do an important step: we did not calibrate faculty's use of the rubrics before they administered them. We realized that this would have been good to do once the assessment data collection was underway and resolved to work on inter-rater reliability in future assessment projects.

(iv) Given the low performance on the verbal presentation rubric, even with all of the data flaws noted above, it is worth making communication (both written and verbal) a considerable focus of future assessment efforts. The evidence leads us to recommend to the faculty that we assess communication every year for the next few years (see section 4A below and Program Assessment Plan, 2011-2016). We should not only calibrate but also use a common assignment so that we can be sure we are comparing apples to apples.

(v) The Committee also recommends looking at the sequence of preparation and prerequisites leading up to what we consider to be our informal capstone seminars (the ANTH 490 series) and possibly make changes in the prerequisites. For example, though a Theory class (ANTH 303) is a required part of the major, it is not required for this seminar nor for the only other upper-division requirement of the 490s (ANTH 473 or 475). Should prerequisites be modified on the basis of this assessment? Do we need to modify any courses leading up to the seminars? Do we need to modify the seminars? Is a new course needed (even a 1 unit course) on written and verbal presentation in the field of Anthropology?

We have undertaken an initial inquiry into how many of our students have taken ANTH 303 prior to entering an ANTH 490 seminar by querying a subsample of the students attending a 490 seminar in Fall 2011. We found that a majority had taken 303 before enrolling in a 490 seminar; however, since 303 is not presently a prerequisite for the seminar, it is likely that the numbers do not paint the full picture of what is happening. Further inquiry into whether 303 should become a prerequisite for 490 classes could help faculty make an evidence-driven decision as to whether the 490s should be standardized as capstone classes.

Conclusion

In summary, assessment data collected for this project on verbal presentations demonstrates the need for the Dept of Anthropology to develop means for helping students learn how to present anthropological content, use supporting resources, speak more effectively to their audiences, and get across their central message more effectively.

Limitations affect the nature of the data and the analysis. However, since we are committed to

"closing the loop" in assessment, we believe that reflecting on the procedural problems and figuring out solutions will help our Dept of Anthropology make continuous improvement in our course and program-based assessment.

We thank the whole faculty for having come together to discuss and revise the assessment instrument we used. We wish to acknowledge the work of the faculty whose classes the Assessment Committee tapped for programmatic assessment this year. We thank our Assessment Committee and Technology Committee for their work.

Verbal and written competency, in part as a result of the assessment findings noted above for 2011-12, will heretofore be "sewn in to the lining" of assessment in Anthropology over the next five years, with written and verbal communicative competency being assessed every year within the context of an embedded "signature" assignment (see Program Assessment Plan, 2011-2016).

2A-f. Use of Assessment Results of this SLO: Were assessment results from previous years or from this year used to make program changes in this reporting year?
Type of change:
changes to course content/topics covered_____
course sequence_____
addition/deletion of courses in program_____
describe other academic programmatic changes_____
student support services___yes, see the list of resources for oral presentations described in 2A-d above and attached in Appendix C._____
revisions to program SLOs_____
assessment instruments___ yes, see the rubrics described in 2A-d above and attached in Appendices A and B._____
describe other assessment plan changes_____

Have any previous changes led to documented improvements in student learning? (describe)

2B. Student Learning Outcome Assessment Project: Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

2B-a. Which Student Learning Outcome was measured this year?

Graduate PLO 7: Independently conceptualize, collect, describe, analyze and interpret anthropological evidence according to generally accepted professional practice.

2B-b. Does this learning outcome align with one of the following University Fundamental Learning Competencies? (check any which apply)

Critical Thinking__yes_____
Oral Communication_____
Written Communication__yes_____
Quantitative Literacy__yes_____

Information Literacy__yes_____

Other (which?)_____

2B-c. What direct and indirect instrument(s) were used to measure this SLO?

    Direct measurement of students' progress (graduation rates and times) before and after implementation of the revised ANTH 696A and 696B sequence; survey of students' curricular plans and schedule.

2B-d. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used.

    Previous assessment data collected on our MA students prompted changes to our curriculum that resulted in the implementation of the revised ANTH 696A and 696B sequence starting in Fall 2010. Since then, we have collected both direct and indirect data to assess the impact of these changes each year:

    - Starting last year, direct evidence of Graduate students' learning has been collected through the compilation of data on all of the students who entered our Graduate Program since 2000: i) semester they entered the Program; ii) semester they graduated – if applicable; iii) Track – General Anthropology or Public Archeology; iv) if enrolled in General Anthro track, if they wrote a thesis or took the comps – if applicable.
    This database was updated at the end of the Spring semester to reflect the changes of status of students in the Program (e.g., graduation, discontinuation). This way, we were able to compare students' learning before and after implementation of the new ANTH 696 courses.

    - Starting last year, indirect data have been collected from students about their plans regarding the date of their graduation and their writing a thesis or taking the comps.
    These data have been updated at the end of the Spring semester and Graduate students who haven't graduated were contacted and asked if their plans have changed since last year regarding the date of their graduation and their intention to write a thesis or take the comps.

2B-e. Assessment Results & Analysis of this SLO: Provide a summary of how the evidence was analyzed and highlight important findings from collected evidence.

    - Direct data: A summary of these data is presented in Appendices E, F, and G. It is important to note that our data may be different from those of Institutional Research in that IR's data only go to 4 years out while our students have typically taken longer than that to graduate. As demonstrated below, we are working both on increasing graduation rates and the time our students take to graduate.
    The new ANTH 696A-696B sequence was implemented in Fall 2010 so the effect of our intervention will only be seen on student cohorts who entered the Program in 2009 or later. However, most students who joined the Program in 2009 and later are still active; therefore, only preliminary observations can be presented at this stage of the assessment process.
    Globally, the number of students entering the Program between 2000 and 2008 graduated at an increased rate, i.e., the graduation rates increased over time for this subset of students (see Appendices E and F). This holds even though some students entering between 2005 and 2008 are still in the system.

This is encouraging and we hope that our intervention on the ANTH 696 sequence will accelerate this trend for both tracks of our Graduate Program. To verify it, this assessment activity will be continued in the coming AY.

Regarding the time taken by our students to graduate (Appendix G), it is interesting to note that the number of students who graduated in less than 4 years is higher for the cohorts who entered the Program in 2003-2005 and 2006-2008 compared to those who entered in 2000-2002. However, we do not see any increase in numbers between 2003-2005 and 2006-2008, and many students of these cohorts have graduated in more years. The number of students who entered the Program in 2009-2011 and who have already graduated is very encouraging though, and we expect to see a clear improvement in the number of years taken by our students to graduate as we continue this assessment activity next year.

- To interpret the results above to improve our Graduate Program, we explored different possibilities that could be linked to the graduation rates and times of our Graduate students:

(i) We investigated the possibility of a link between students' completion of the Program and the time they take to do so on one hand and the time they take to become classified on the other. It appears that even though University policy states that students have 12 months to become classified after they enter the MA Program, the policy is never really enforced. The current Graduate Coordinator's view is that students who take more than 12 months to become classified often do so because they don't fully understand that they are not classified and/or don't take the steps necessary to become classified. The Department feels it is the Graduate Coordinator's responsibility to inform these students of their status and advise them to change it as soon as possible. In practice, taking more than 12 months to become classified does not seem to have affected the progress of students in this situation since the Dept has not strictly enforced the rule of enrolling students in 600 level courses *only if* they are classified. The implementation of the new ANTH 696 courses and the real cohorts they generate, along with the Graduate Coordinator's efforts, should alleviate this problem.

(ii) The Assessment Committee also aimed to identify possible gaps in the flow of information to MA students and we explored different ways to reach out to students to be sure that poor graduation rates are not linked to lack of outreach. The Committee noted that the Facebook page of the Dept is very active and often updated. Also, the Anthropology Student Association has become extremely active again with a new President taking over in Spring 2012, and the association passes on information to their members. We feel that the Graduate orientation at the beginning of each Fall semester and the improvements mentioned above will help resolve the problem of passing information to MA students. However, we intend to keep an eye on it and we may survey the MA students next year to get their feedback.

- Indirect data: We plan on comparing the data collected from students with their actual dates of graduation and on checking if and when their intention to write a thesis or take the comprehensive exams has changed. These data are intended to be shared with Graduate students to give them a better idea of the time and effort it takes to complete their degree (subjective faculty view is that they do not have a good appraisal of the time and efforts it takes to complete their MA and these data might help them better planning their work through the Program).

This is a work in progress since we do not yet have enough students who have graduated to produce significant results. This assessment activity will thus continue next year. However, data have already been shared with the Dept's Chair to help planning the ANTH 697/698 scheduling.

2B-f. Use of Assessment Results of this SLO: Were assessment results from previous years or from this year used to make program changes in this reporting year?
Type of change:
changes to course content/topics covered_____
course sequence_____
addition/deletion of courses in program_____
describe other academic programmatic changes_____
student support services_____
revisions to program SLOs_____
assessment instruments_____
describe other assessment plan changes_____

Have any previous changes led to documented improvements in student learning? (describe)

    As highlighted in section 2B-e above, some of the outcomes of our assessment project on Graduate PLO 7 are still pending since the results of our efforts to scaffolding thesis preparation for Graduate students will only be available after graduation of the first cohort that took the newly implemented ANTH 696 courses (see the 2009-10 Assessment Report). Preliminary results are encouraging though, and while waiting for the data to formally assess the efficacy of our intervention, we have gathered indirect appraisals from faculty and students (see the 2010-11 Assessment Report and section 2B-e above).

3. **How do your assessment activities connect with your program's strategic plan and/or 5-yr assessment plan?**

    As proposed in the Abridged version of our Program Assessment Plan for 2011-2016 filed last year, and with permission from the Office of Assessment Director, we made revisions to our UG and Graduate SLOs and came up with better measurable PLOs this year.
    Following this, we revised and completed our Program Assessment Plan for 2011-2016 and filed it with the Office of Assessment.
    All the assessment activities carried out this year align with the goals stated in our Assessment Plan.

4. **Other information, assessment or reflective activities or processes not captured above.**

    This year, two important assessment activities beside those presented above were carried out. They will impact subsequent assessment activities and will help developing the Anthropology Programs. They are as follows:

    A. Revision of Undergraduate and Graduate SLOs and preparation of a Plan to implement and assess the new PLOs.

    Revision of the Dept's SLOs had become necessary in order to include the new directions that the

Dept has taken with the hire of 2 biological anthropologists, 2 socio-cultural anthropologists, and 1 archeologist, and the return of 1 administrator to the Dept in the last 4 years. We used the newly developed PLOs to update our Alignment Matrices and prepare a Plan to implement and assess the new PLOs.

- Revision of Undergraduate and Graduate SLOs and development of PLOs

    (i) Methodology: To develop the new PLOs, we triangulated the knowledge and skills expected from students and included in 1) the current Anthropology SLOs, 2) the comprehensive exam questions, and 3) the objectives of our Undergraduate Foundation Courses (ANTH 151, 152, 153, 303). Note that a PLO addressing 'Academic written and oral communication' was added to the UG and Graduate Learning Objectives as these are skills that all faculty expect students to develop, especially at the Graduate level.
    Verbs from the 1956 Bloom's taxonomy were used to clearly set the different levels of knowledge and skills expected from Undergraduate and Graduate students. An effort to blend Learning Objectives of different subfields of Anthropology in the same PLOs was made, but it was not always possible given the specificities of the field. The breadth of subject matter covered in Anthropology generally resulted in a rather high number of PLOs (10 for the UG Program, and 11 for the Graduate Program).
    The new Anthropology PLOs are attached to this report.

    (ii) Timeline: The assessment committee consulted with the Dept's Chair at the beginning of Spring 12, and a draft of the revised LOs was distributed to the other faculty and discussed during a faculty meeting shortly after. Changes were made based on the feedback received, and a subsequent draft was discussed again with the whole faculty through email. The last version was sent to the Director of Academic Assessment and very positive feedback was received. Subsequently, the revised LOs were adopted by the whole faculty at the 03/26/12 faculty meeting.
    On 03/27/2012, the revised PLOs were filed in the assessment folder held in the Dept's office, an electronic copy was uploaded in the Dept's electronic shared file, and a copy was sent out to the Director of Academic Assessment (Bonnie Paller) and to the College Assessment Coordinator (Matt Cahn). On 03/28/2012, the PLOs were updated on the Dept's website by the Technology Committee of the Dept. Finally, the Dept's Chair sent the revised PLOs to the University Catalog Editor (Greg Mena).

- Update of Alignment Matrices

    (i) Methodology: Once the new PLOs were adopted, the list of courses offered by the Dept was pulled together with the list of courses that faculty are willing to teach, which is held by the Dept's Chair for planning purposes. These were crossed with the list of courses currently taught by each faculty, and/or that they have taught in the last semesters, and/or that they will be teaching in the coming year. This step allowed us to assign courses and the filling of their Alignment Matrices to faculty in an objective way. It also allowed us to balance the workload of this activity among the whole faculty.
    The complete Matrices obtained were reviewed by the Assessment Committee, whose members also shared feedback on the process of filling them. This brought up issues of consistency in the determination of the proficiency levels expected from students, which were mainly the result of misunderstanding of the meaning of the UG and Graduate PLOs' phrasing. The assessment committee shared this observation with the whole faculty, who were then asked to review the Matrices for their assigned courses. The final Alignment Matrices obtained are found at the end of the updated Assessment Plan (see attached document).

    (ii) Use of assessment results: We used the updated Matrices to identify possible gaps in our Programs. The list of all the ANTH classes taken by our Spring 2012 graduating majors and minors was obtained from IR and checked against the new Alignment Matrices to identify the levels of mastery

expected from students for each PLO over the course of their curriculum.

Results are presented in Appendix H. Data from 36 graduating majors and 3 graduating minors are included in this activity. For our majors, the data indicate that some students are able to graduate without having taken courses for which the highest level of proficiency was expected for a given PLO. However, it looks like most PLOs are intensively covered at lower levels of proficiency (see Appendix H, middle graph), and the repeated exposure to these PLOs in different classes can be *a priori* considered as an equivalent to a demonstrated level of proficiency. This will be investigated in future assessment work. The only PLOs for which this does not seem to apply are those pertaining to the Biological Anthropology subfield, i.e., PLOs 2 and 3. An analysis of the Alignment Matrices reveals that even though the Biological Anthropology courses that address PLOs 2 and 3 expect a range of proficiency (from Introduced to Demonstrated), most of our most recent cohort of graduating seniors were not taking the Biological Anthropology courses with a relatively high proficiency expected. For example, 33% of the graduating seniors in Spring 2011 did not take any PLO 2-aligned course for which the highest level of proficiency was expected; and 22% of the Spring graduating seniors did not take any PLO 3-aligned course for which the highest proficiency level was expected. The total number of courses in which PLOs 2 and 3 were addressed and that our graduating students took is also very low compared to the number of courses that they took and that addressed other PLOs. It appears that while "Biological" courses address several PLOs beside PLOs 2 and 3, courses focused on other sub-fields do not address the Biological PLOs.

Regarding our 3 Spring graduating minors, only 1 of them took a course that addressed a PLO at the demonstrated level. However, for all 3 of them, all of the other PLOs were repeatedly addressed at lower levels in courses they took.

Preliminary results of this activity were shared with the whole faculty during the last faculty meeting of Spring 12, and a very interesting conversation ensued on changes that could be made to the curriculum, especially about ways to align the objectives of courses taught by several faculty. A more in-depth discussion of these results is planned for the faculty retreat at the beginning of Fall 12; these results will be used by the Curriculum Committee to check what adjustments to our Programs need to be made as well as by the Program Review Committee.

- Preparation of an Assessment Plan for the new PLOs

(i) Methodology: We adopted a culture of evidence to cut down arbitrary possibilities and make sure that we assess PLOs with the faculty who teach the classes. For the coming AY, we developed a database on faculty, the classes they are scheduled to teach, and the Alignment Matrices for these classes. This way, we hope to have produced a higher fidelity in the planning process. We will adopt the same approach for PLO assessment in subsequent years (see Program Assessment Plan, 2011-2016).

(ii) Design: Next year's PLO Assessment goals will include 1) assessing the place of theory at the Undergraduate and Graduate levels and 2) assessing the communications skills of Undergraduate and Graduate students as a follow up to this year's assessment.

We will assess required ANTH courses that address both PLOs 6 and 10 of the Undergraduate and Graduate programs, at all three levels of expected proficiency (I, P, D): for Cultural theory, ANTH 152, 303, 490C, and 601 in Fall 12 and ANTH 475 in Spring 13; for Archeological theory, ANTH 473 in Fall 12 and ANTH 153 and 606 in Spring 13.

In May 2012, the designated teachers assigned to these courses in AY 2012-13 discussed how PLOs 6 and 10 could best be measured across these varied courses. The Cultural Anthropology and Archeology teams came up with clearly-worded prompts for common "signature" assignments that each will embed in a test or other appropriate assignment scheduled for inclusion in his or her course plan.

The way in which the prompt is explained to students may differ depending on the level of the class

and the context of the assignment as well as on the teacher's judgment of how best to clarify what is expected of the students, but the prompt itself will remain the same so as to facilitate a cross-sectional comparison of student thinking and writing across the range of proficiency levels.

The Cultural Anthropology team will use a writing prompt that is written to be inclusive, since we are evaluating both courses that teach the fundamentals of Anthropology theory and courses that make use of Anthropology theoretical perspectives in applied or advanced research/inquiry settings. We also use the verb "discuss" rather than the more specific verbs used in PLO 6 or 10 so that we can have the prompt be widely applicable to different levels of thinking expected along the expected continuum of proficiency. The writing prompt will be: "Discuss the concept of 'culture' from an anthropological perspective."

The Archeology team will assess PLOs 6 and 10 using a different methodology. Given the sub-discipline's focus on time and material culture, we will use a "visual prompt" to assess how different media impact student comprehension in these areas. The visual prompt will be an image of a famous archeological artifact, one that would often be used in classes such as these. It will be accompanied by a writing prompt designed to solicit response concerning different theoretical perspectives. The prompt will be: "How would Archeologists interpret this artifact?"

In all cases, instructors can determine what other directions or clarifications they wish to give.

As part of our commitment to continuous improvement, we will work in 2012-13 on issues of content and construct validity to make sure that the instruments we are using (such as the writing prompts and associated rubrics) are the most appropriate methodological choice for addressing a given PLO. In this case, for example, we will examine other means of assessing the construct of "theory" to see if we can increase future assessment efforts' validity through the adoption of a different evaluation instrument.

(iii) Use of assessment results: The process adopted for next year's PLO assessment planning (see above and Program Assessment Plan, 2011-2016) has already raised some issues that may result in Program modifications and improvements:

1) Our careful analysis of the courses offered by the Department showed catalogue errors that could discourage or prevent students from enrolling in some classes. For example, we noted an error in the prerequisites listed for ANTH 473 and passed it on to the Dept's Chair.

2) In many 300-level courses, the "practiced" level of proficiency is expected from students but no prerequisites are needed for them, so significant amounts of information need to be taught in a short amount of time. Traditionally, no prerequisites have been listed for many of them because they are also available for GE credit. The Assessment Committee wondered if this should be changed and informed the Curriculum Committee of this issue.

3) We may have identified a sequencing problem, in that ANTH 303 is one of the Foundation courses of our Undergraduate Program but it is a prerequisite for only one upper-division course, ANTH 473 (note however that it is required for Graduate students to become classified). As a result, students may take it too late in their curriculum for it to be helpful with their other classes. This is an issue that has indeed come up in exit interviews held in the Spring with Undergraduate students. If course modifications have to be made, the Assessment Committee recommends making ANTH 303 a prerequisite for other upper-division courses. The Committee also stresses the need for a reexamination of whether other upper-division courses need their prerequisites changed.

B. Collection of data and contact information of alumni and graduating students.

We collected contact information as well as professional information on our alumni to know about the kinds of jobs our students get after graduating, and about the skills they learnt from the Program

and/or the skills they wish they had learnt, which could help us identifying students' needs.

In the mean time, we started collecting contact information from our graduating students so that we can continue this process in the future. We also conducted exit interviews of our graduating students to get initial feedback on our Programs.

- Implementation of the activity

(i) Alumni: Email addresses of past students were collected from faculty. An email was sent tocheck if the email addresses are still active. A form was attached and alumni were asked to send us a business card and to indicate their preferred email address, their long-time postal address, their preferred contact mode, and whether they agree that we share their contact information with the CSUN Alumni Association. A link was also included to an online survey asking: 1) the degree they graduated with, 2) their current occupation, 3) whether it is related to Anthropology and to briefly explain it, 4) which of the skills they attained from the Program they find most useful in their profession, 5) whether there are skills absent from the Program that would have been useful to them in their profession, and 6) suggestions that could help us improve the Programs offered by the Dept. A link to the survey was also posted on the Facebook page of the Dept.

(ii) Graduating students: Graduating seniors and graduating MA students were contacted through email and asked to send us a business card when they have one, and to share their contact information in the same manner as the alumni. They were also asked to make an appointment with the Chair of the Assessment Committee for exit interviews during which they were asked: 1) what the education they have received from the Dept, 2) what they do not like, 3) what their plans for the future are, 4) whether they feel prepared, and 5) if there is something they would have liked to learn and did not.

The list of students contacted each semester was obtained from Ani Harutyunyan (Student Services Center) after the deadline for graduation applications. Note that we reflected on when was the best time to conduct the exit interviews (at grad check, since each students has to do it, or later) and what would be the best format. We contacted Bettina Huber, Director of the Office of Institutional Research, who informed us that she is not aware of regulations regarding exit interviews and that the best time to do them is probably during the second half of the student's last semester, which we have done.

- Outcomes

(i) Alumni: 36 alumni took the online survey, with an approximately equal number of students who graduated with BAs and with MAs (17 vs 19, respectively). Among all alumni, 69% reported that their current occupation is related to Anthropology (53% among BA alumni and 84% among MA alumni). In the open-answer sections of the survey, many of the alumni left very constructive (and often very positive) comments about our Programs.

A total of 21 alumni shared their contact information with us (both postal and email addresses). Both BA and MA alumni replied to our request. They graduated between 1974 and Spring 2011.

(ii) Graduating students: A total of 23 (divided between 17 BA and 6 MA) graduating students shared their contact information with us. Ten of them (8 UG and 2 Graduate students) agreed to give exit interviews.

- Use of assessment results

(i) The contact information of the alumni who agreed that we share their info with the Alumni Association was passed on to Anne Robison, the Director of Development of the Dean's office. The contact information of all of the alumni who provided theirs was shared with the Chair of the Dept; they

were already used to announce widely the Anthro Expo 2012. We also intend to keep our alumni up to date regarding new developments within the Dept.

(ii) Results of the online alumni survey were shared with the Dept's Chair and the Coordinator of the Program Review of 2012-13. They were also shared with the Chair of the Technology Committee with the idea that information such as the types of jobs our alumni find could be important to post on the Dept's website for current and prospective students to see.

(iii) Feedback on our Programs collected from the exit interviews of graduating students was shared with the Dept's Chair, the Coordinator of the Program Review of 2012-13, and the Chair of the Curriculum Committee for them to see what might need to happen in terms of scheduling and planning.

5. **Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.**

Not this year.

Verbal Presentation Grading Rubric Based on Benchmark Standards Expected of Senior Undergraduate Students in the CSUN Anthropology Department (2011-12).

Verbal Presentation Grading Rubric Based on Benchmark Standards Expected of Senior Undergraduate Students in the CSUN Anthropology Department
Presentations (30 Points Total)   (2 pages: items 2-6 correspond to normed AAC&U LEAP VALUE Rubric for Oral Communication   2011-12

Scale (1-5) ⌧ Evaluation Criteria (points' weight indicated in parentheses.)	CAPSTONE/FINAL BENCHMARK Meets or Exceeds Expected Benchmark for a Quality Verbal Presentation at the Senior Undergraduate Level (5)	MILESTONE 3 Approaches Benchmark Standard of A Quality Verbal Presentation Made at the Senior Undergraduate Level 1 (4)	MILESTONE 2 Possesses Some of the Key Building Blocks Needed For A Quality Verbal Presentation Made At the Senior Undergraduate Level (3)	MILESTONE 1 Shows Presence of A Few Basic Building Blocks Expected of A Quality Verbal Presentation Made at Senior Undergraduate Level. Further development needed (2)	GATEWAY/INITIAL BENCHMARK Shows Beginning Familiarity with How Verbal Presentations are Composed/Made (1)
1. Content **Appropriate Anthropology Subject Matter.**	Demonstrates mastery of anthropology content that is very well-calibrated to conference theme and session; contains substantial innovative and/or insightful interpretations of research or ideas; demonstrates a high degree of currency in/ relevance to, ongoing conversations in the field about the chosen topic.	Presentation demonstrates intermediate level mastery of content that is fairly well-calibrated to conference theme/session; contains some evidence of innovative/ insightful interpretations of research or ideas; demonstrates some degree of currency in/ relevance to ongoing conversations or debates in the field about the topic .	Presentation demonstrates beginning level mastery of content that is somewhat calibrated to the specific conference theme and session; contains the beginnings of evidence that presenter will, through a sustained process of revision and further development, be able to communicate innovative and/or insightful interpretations or ideas; shows that presenter needs to become familiar with current conversations or debates and then identify relevance	Presentation demonstrates that the presenter is in the initial stages of apprehending content and learning how to present content relevant to her/his chosen topic. Shows an interest in communicating an innovative and/or insightful idea or interpretation. Presenter shows a glancing familiarity with ongoing conversations and/or debates about the chosen topic and needs to put substantial effort into becoming fluent in the relevant literature.	Presentation demonstrates that presenter has yet to learn how to compose and make a verbal presentation, and has yet to develop the appropriate content needed for an innovative/ insightful presentation of the chosen topic. Presentation contains little evidence that presenter is aware of ongoing conversations and/or debates about her/his chosen topic.
2. Supporting Material **Appropriate Anthropology Supporting Material.**	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.	No supporting materials.

3. Central Message of Presentation	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation	Central message cannot be deduced.
4. Coherence and Organization of Presentation	Main points are clearly stated and developed; specific examples are appropriate and clearly develop the main theme; conclusion is clear; shows control; flows together well; good transitions; text is succinct/well organized.Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Most information presented in logical sequence; generally very well organized but better transitions from idea to idea and medium to medium needed. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Presentation is choppy and disjointed; does not flow; development of main point is vague; no apparent logical order of presentation. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	No apparent coherence or organizational framework
5. Potential for Engaging the Audience / Delivery of Presentation	Interesting ideas presented clearly; abundant evidence that presentation was created with audience in mind. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Interesting ideas presented clearly. Some evidence that presentation was created with the audience in mind.Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Idea presentation unclear. Little evidence that presentation was created with the audience in mind.Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Idea presentation very unclear. No evidence that presentation was created with the audience in mind.Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	Presentation not ready for public audience; unclear. No plans to engage audience evident. No evidence that the presenter had thought about delivery techniques; none in evidence.
6. Language Choice of Presentation	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	There is no evidence that language has been chosen to communicate ideas effectively. Language in presentation is not appropriate to audience.

Appendix B:

Verbal Presentation Grading Rubric Based on Benchmark Standards Expected of Advanced Graduate Students in the CSUN Anthropology Department (2011-12).

Verbal Presentation Grading Rubric Based on Benchmark Standards Expected of Advanced Graduate Students in the CSUN Anthropology Department Presentations (30 Points Total)   (2 pages: items 2-6 correspond to normed AAC&U LEAP VALUE Rubric for Oral Communication   2011-12

Scale (1-5) ☒ Evaluation Criteria (points' weight indicated in parentheses.)	CAPSTONE/FINAL BENCHMARK Meets or Exceeds Expected Benchmark for a Quality Verbal Presentation at the Advanced Graduate Student Level (5)	MILESTONE 3 Approaches Benchmark Standard of A Quality Verbal Presentation Made at the Advanced Graduate Student Level l (4)	MILESTONE 2 Possesses Some of the Key Building Blocks Needed For A Quality Verbal Presentation Made At the Advanced Graduate Student Level (3)	MILESTONE 1 Shows Presence of A Few Basic Building Blocks Expected of A Quality Verbal Presentation Made at the Advanced Graduate Student Level. Further development needed (2)	GATEWAY/INITIAL BENCHMARK Shows Beginning Familiarity with How Verbal Presentations are Composed/Made at the Advanced Graduate Student Level (1)
1. Content **Appropriate Anthropology Subject Matter.**	Demonstrates mastery of anthropology content that is very well-calibrated to conference theme and session; contains substantial innovative and/or insightful interpretations of research or ideas; demonstrates a high degree of currency in/ relevance to, ongoing conversations in the field about the chosen topic.	Presentation demonstrates intermediate level mastery of content that is fairly well-calibrated to conference theme/session; contains some evidence of innovative/ insightful interpretations of research or ideas; demonstrates some degree of currency in/ relevance to ongoing conversations or debates in the field about the topic .	Presentation demonstrates beginning level mastery of content that is somewhat calibrated to the specific conference theme and session; contains the beginnings of evidence that presenter will, through a sustained process of revision and further development, be able to communicate innovative and/or insightful interpretations or ideas; shows that presenter needs to become familiar with current conversations or debates and then identify relevance	Presentation demonstrates that the presenter is in the initial stages of apprehending content and learning how to present content relevant to her/his chosen topic. Shows an interest in communicating an innovative and/or insightful idea or interpretation. Presenter shows a glancing familiarity with ongoing conversations and/or debates about the chosen topic and needs to put substantial effort into becoming fluent in the relevant literature.	Presentation demonstrates that presenter has yet to learn how to compose and make a verbal presentation, and has yet to develop the appropriate content needed for an innovative/ insightful presentation of the chosen topic. Presentation contains little evidence that presenter is aware of ongoing conversations and/or debates about her/his chosen topic.
2. Supporting Material **Appropriate Anthropology Supporting Material.**	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.	No supporting materials.

3. Central Message of Presentation	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation	Central message cannot be deduced.
4. Coherence and Organization of Presentation	Main points are clearly stated and developed; specific examples are appropriate and clearly develop the main theme; conclusion is clear; shows control; flows together well; good transitions; text is succinct/well organized.Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Most information presented in logical sequence; generally very well organized but better transitions from idea to idea and medium to medium needed. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Presentation is choppy and disjointed; does not flow; development of main point is vague; no apparent logical order of presentation. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	No apparent coherence or organizational framework
5. Potential for Engaging the Audience / Delivery of Presentation	Interesting ideas presented clearly; abundant evidence that presentation was created with audience in mind. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Interesting ideas presented clearly. Some evidence that presentation was created with the audience in mind.Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Idea presentation unclear. Little evidence that presentation was created with the audience in mind.Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Idea presentation very unclear. No evidence that presentation was created with the audience in mind.Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	Presentation not ready for public audience; unclear. No plans to engage audience evident. No evidence that the presenter had thought about delivery techniques; none in evidence.
6. Language Choice of Presentation	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	There is no evidence that language has been chosen to communicate ideas effectively. Language in presentation is not appropriate to audience.

Appendix C:

Set of oral presentation tips distributed to the students enrolled in the Spring 2012 Anthropology courses selected for the assessment project on the PLOs addressing communication (see section 2A).

RESOURCES FOR CREATING QUALITY PRESENTATIONS AND POSTERS

Presentations

http://gradschool.unc.edu/student/postertips.html
This UNC resource has a wealth of information about a variety of presentation formats, including academic oral presentations and posters.

http://www.canberra.edu.au/studyskills/learning/oral
Most helpful for oral presentations illustrated with Power Point or similar visual aids.

http://colinpurrington.com/tips/academic/sciencetalks
Tips for preparing talks, by Colin Purrington, a biology professor.

http://www.youtube.com/watch?v=lpvgfmEU2Ck
A humorous Youtube presentation about the worst mechanical faults in Powerpoint presentations (including reading from slides, slides full of text, etc.).

Posters

http://www.ncsu.edu/project/posters/NewSite/
The left margin takes you through the steps from A-Z of creating a poster.

http://www.aaanet.org/meetings/upload/How-to-Create-Anthropology-Posters.pdf
Tips for preparing posters from the AAA website.

http://gradcollege.okstate.edu/events/ressymp/poster_tips/postertips.html
Contains useful models.

http://library.buffalo.edu/asl/guides/bio/posters.html
Has a useful bibliography for additional resources and models.

http://www.brandeis.edu/experientiallearning/pdfs/PosterTips2web.pdf
Useful actual student examples at end of presentation; you can ignore the content and look at the general attributes of a good poster that are being proposed.

http://www.csun.edu/plunk/documents/poster_presentation.pdf
Professor Plunkett from CSUN's Psych Dept., put this best practice sheet together.

http://www.stanford.edu/dept/undergrad/cgi-bin/drupal_ual/OO_research_opps_SURPSResources.html#4
Very useful Stanford resource on creating posters.

http://tos.org/pdfs/sci_speaking.pdf
Very helpful for posters; geared towards presenting scientific data.

http://colinpurrington.com/tips/academic/posterdesign
Tips for preparing posters, by Colin Purrington, a biology professor.

Table 1: Range of students found per milestone, cross-tabulated with criteria* (ANTH 490C, Fall 2011).

*Please note that the table keeps each case intact - numbers each refer to a single student (i.e., student 1, 2, etc. up to 10). By presenting the materials in this way, we can see individual cases as well as find the overall score on a 1 to 5 scale of the class. In the tabulation of the final scores, each individual noted in a given cell gets assigned the point value indicated at the top of the column.

| Criteria on Rubric	Capstone/Final Benchmark: Meets or Exceeds Expected Benchmark (5)	Milestone 3: Approaches Benchmark (4)	Milestone 2: Possesses Some of the Key Building Blocks Needed (3)	Milestone 1: Shows Presence of A Few Basic Building Blocks Expected (2)	Gateway/Initial Benchmark: Shows Beginning Familiarity with What is Expected (1)
1. Content	2	7	9, 10	4, 5, 6	1, 3, 8
2. Supporting Material	2	7, 10	4, 6, 9	1, 3, 5, 8	
3. Central Message of Presentation	2	7, 10	4, 5, 6, 7, 9	1, 3, 8	
4. Coherence and Organization of Presentation	2	9, 10	4, 5, 6	1,3,7, 8	
5. Potential for Engaging the Audience/Delivery of Presentation	2	6, 7, 9, 10	4, 5, 8	1,3	
6. Language Choice of Presentation	2	4, 5, 6, 9, 10	8	1, 3	

Table 2: Distribution and average of student scores across and within criteria (ANTH 490C, Fall 2011).

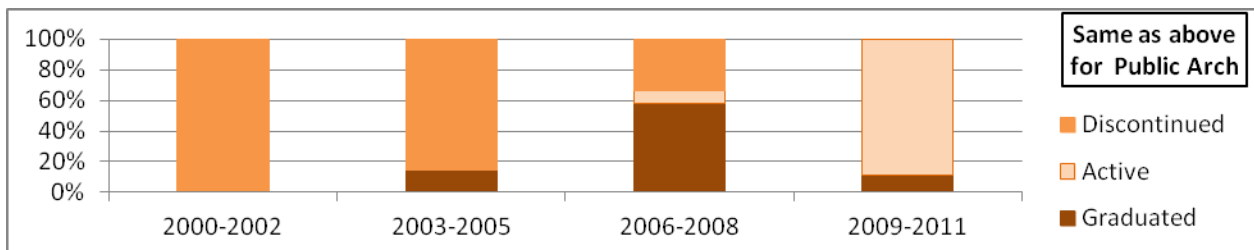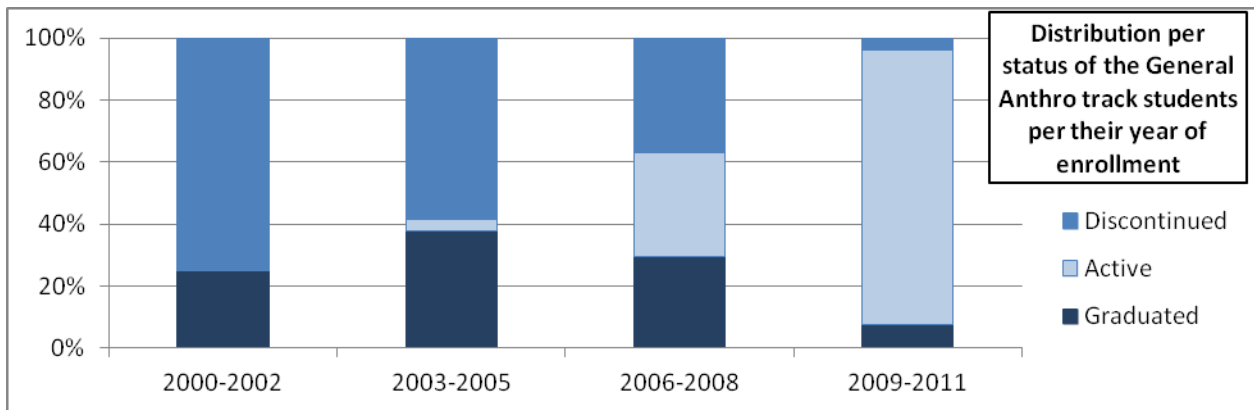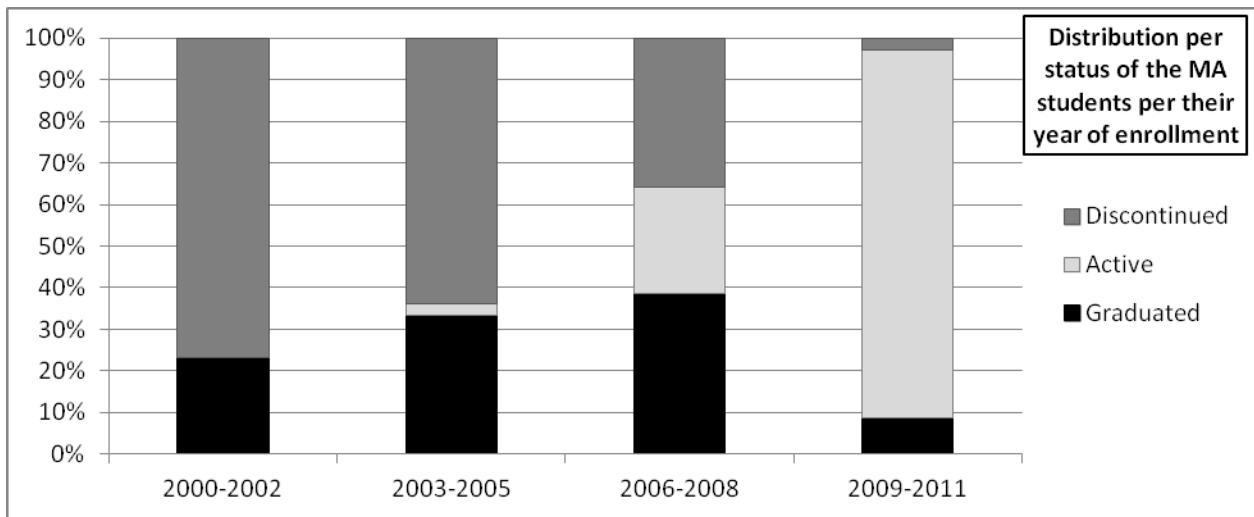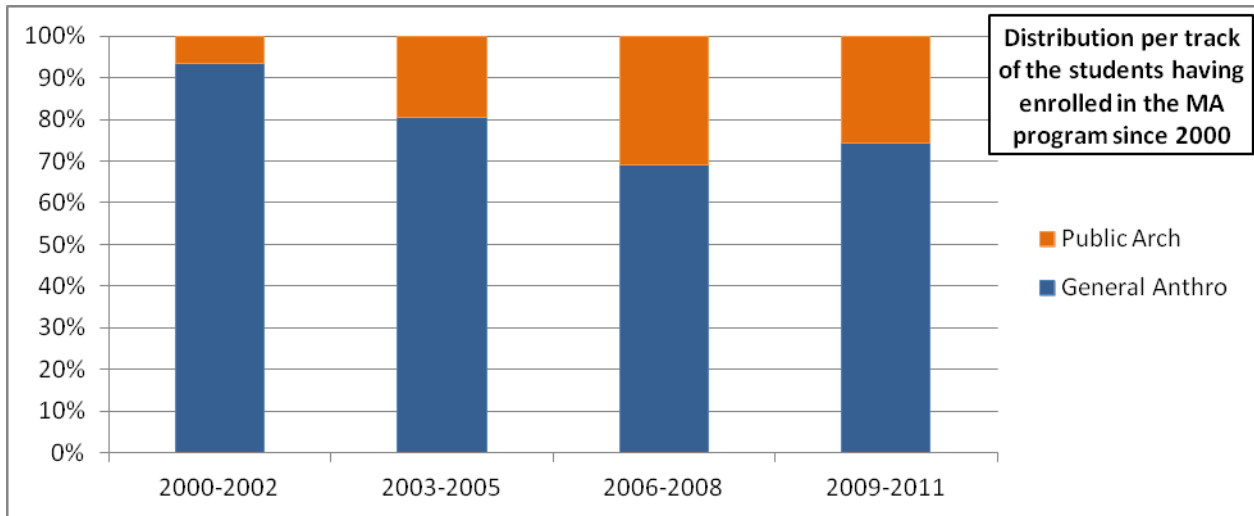| Criteria on Rubric	Students And Their Scores Per Particular Criterion (5 to 1 scale)										Avg Score Per Crit. Across Students
	1	2	3	4	5	6	7	8	9	10	
1. Content	1	5	1	2	2	2	4	1	3	3	2.4
2. Supporting Material	2	5	2	3	2	3	4	2	3	4	3.0
3. Central Message of Presentation	2	5	2	3	3	3	4	2	3	4	3.1
4. Coherence and Organization of Presentation	2	5	2	3	3	3	3	2	4	4	3.1
5. Potential for Engaging the Audience / Delivery of Presentation	2	5	2	3	3	4	2	3	4	4	3.2
6. Language Choice of Presentation	2	5	2	4	4	4	4	3	4	4	3.6
Average Per Student for Each Criterion	1.83	5	1.83	3	2.83	3.17	3.5	2.17	3.5	4	3.08 average score across 10 students

Table 3: Averages of scores across students and across criteria (ANTH 300, Fall 2011).

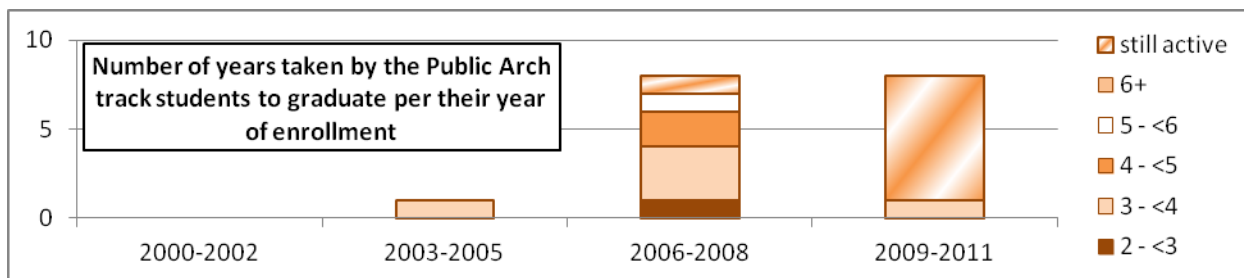| Student	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Average
1	3	4	5	4	4	4	3.33
2	3	3	4	4	4	4	3.67
3	3	3	4	4	4	5	3.83
4	3	3	3	3	3	4	3.16
5	2	2	3	3	3	3	2.67
6	5	5	5	5	5	5	5
7	4	4	5	4	3	4	4
8	3	3	3	4	4	4	3.5
9	5	5	4	5	4	5	4.67
10	4	5	4	5	4	5	4.5
11	5	5	5	5	3	5	4.67
12	3	4	3	4	2	4	3.33
13	3	3	4	3	4	4	3.5
14	4	4	3	4	4	4	3.8
15	4	5	4	4	3	4	4
16	4	4	4	3	4	4	3.8
17	4	4	4	4	4	4	4
18	3	3	5	4	3	4	3.67
19	2	3	2	3	3	3	2.67
20	3	4	4	4	4	3	3.67
21	3	3	4	5	4	4	3.8
22	3	3	4	3	3	4	3.33
23	4	5	5	5	5	5	4.83
24	4	4	4	4	5	5	4.33
25	4	3	5	4	4	4	4
26	3	3	4	4	4	4	3.67
27	4	4	5	5	5	5	4.67
28	4	5	4	4	5	5	4.5
29	3	4	3	4	4	4	3.67
30	4	4	4	5	5	4	4.33
Averages	3.5 average score for criterion 1 (content)	3.8 average score for criterion 2	4.03 average score for criterion 3	4.4 average score for criterion 4	3.87 average score for criterion 5	4.2 average score for criterion 6	Overall average across 30 students (average of their averages): 3.89

Appendix E: Number of students having enrolled in the Anthro MA program since 2000 (top) and their status as of end of Spring 2012 (from top to bottom: total MA students, students in the General Anthropology track, and students in the Public Archeology track).
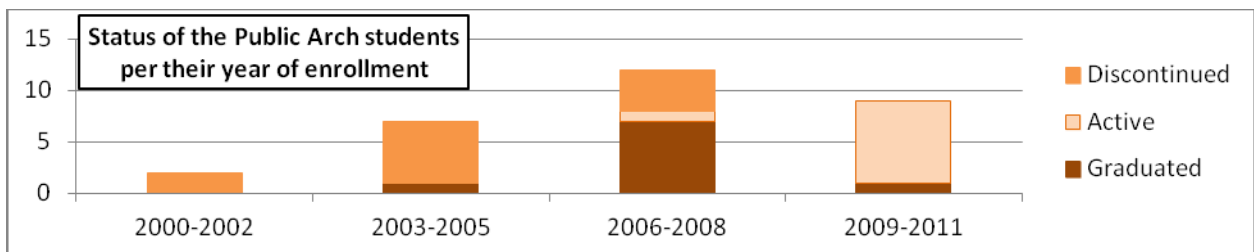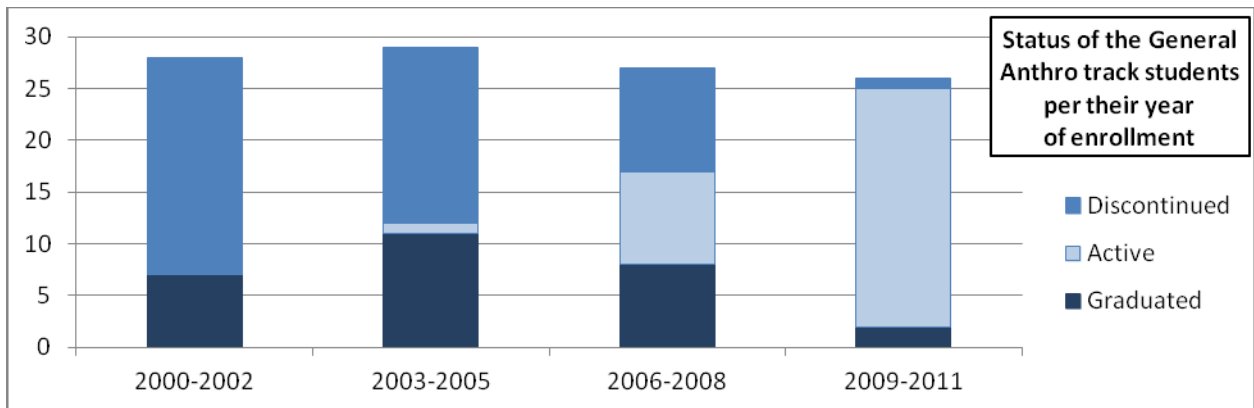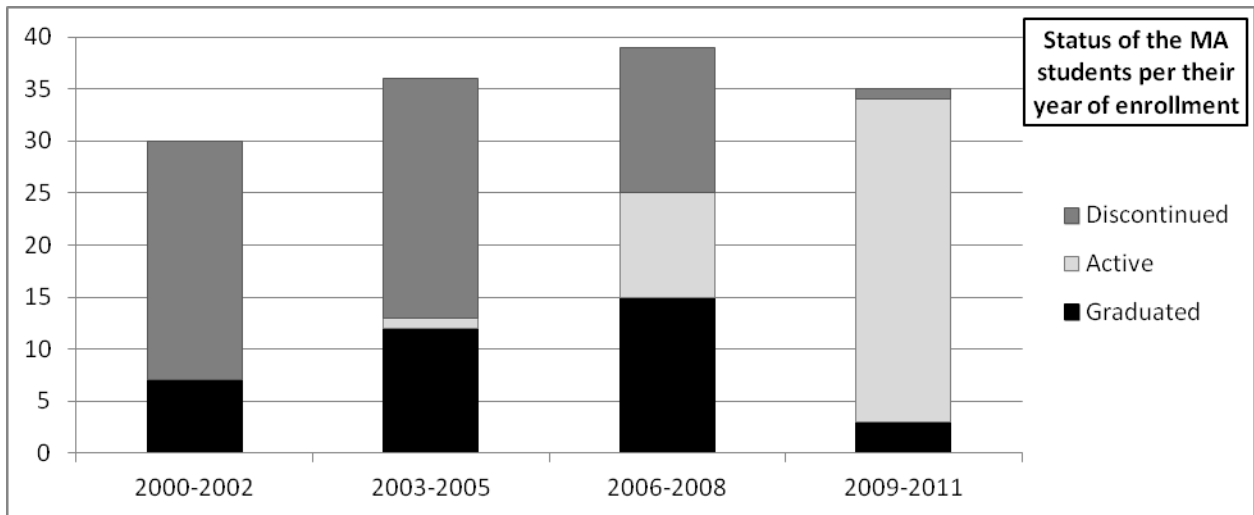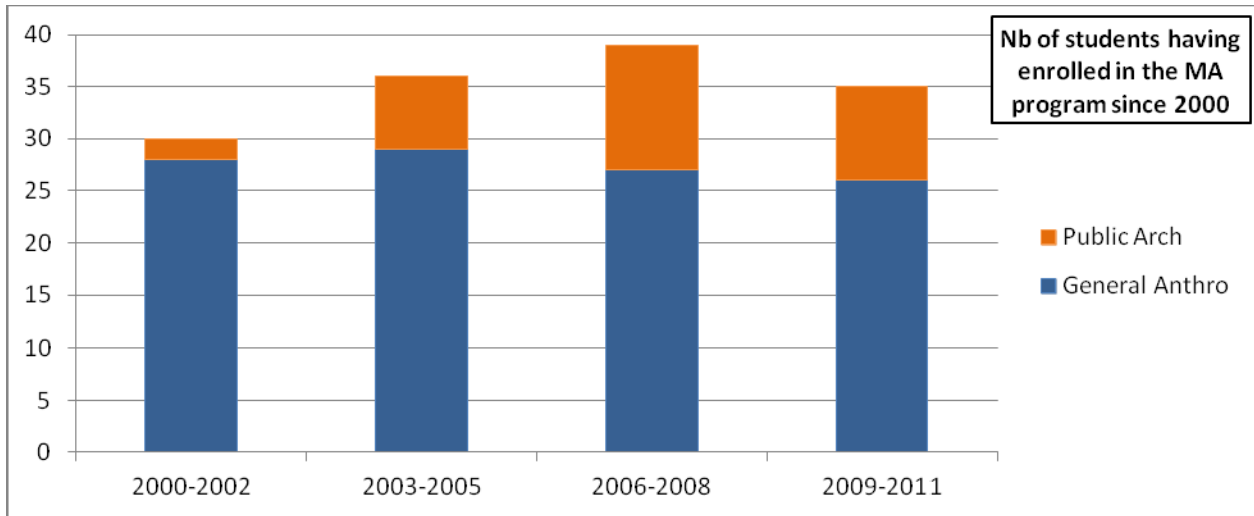
Appendix F: Distribution per track of students having enrolled in the Anthro MA program since 2000 (top) and per status as of end of Spring 2012 (from top to bottom: total MA students, students in the General Anthropology track, and students in the Public Archeology track).

Distribution per track of the students having enrolled in the MA program since 2000

■ Public Arch
■ General Anthro

Distribution per status of the MA students per their year of enrollment

■ Discontinued
□ Active
■ Graduated

Distribution per status of the General Anthro track students per their year of enrollment

■ Discontinued
□ Active
■ Graduated

Same as above for Public Arch

■ Discontinued
□ Active
■ Graduated

Appendix G: Number of years taken by Anthro MA students to graduate (top), by students in the General Anthropology track only (middle), and in the Public Archeology track only (bottom). The number of students still active in the program and in each track is also given to put the results in perspective.

Number of years taken by students to graduate per their year of enrollment

Legend: still active, 6+, 5 - <6, 4 - <5, 3 - <4, 2 - <3

Number of years taken by the General Anthro track students to graduate per their year of enrollment

Legend: still active, 6+, 5 - <6, 4 - <5, 3 - <4, 2 - <3

Number of years taken by the Public Arch track students to graduate per their year of enrollment

Legend: still active, 6+, 5 - <6, 4 - <5, 3 - <4, 2 - <3

Appendix H: Assessment of the levels of proficiency expected from Anthro majors (top and middle) and minors (bottom) graduating in Spring 2012 for each PLO.

Percentages of graduating seniors (Spring 2012, N = 36) who took 0, 1, 2 or 3+ courses for which the highest level of proficiency ("Demonstrated") was expected for each PLO

Number of courses taken by graduating seniors (Spring 2012, N = 36) for which the first, medium, and highest levels of proficiency were expected for each PLO

Number of courses taken by graduating minors (Spring 2012, N = 3) for which the first, medium, and highest levels of proficiency were expected for each PLO