



The Evolution of the Anthropology Model of Program Assessment

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Department Mission:

The mission of the Anthropology Department at SUNY Potsdam is to provide students with knowledge of the five fields of anthropology and to give them practical experience in communities so that they can approach the world professionally and anthropologically.

-Anthropology Department 2006



Anthropology Department Assessment Goals

- Define learning outcomes and standards for anthropology majors
- Evaluate if (even minimally) qualified graduates meet or exceed standards
- Evaluate how courses and assignments meet learning outcomes



Anthropology Department Assessment Evolution

- Departmental Self-Assessment 2004
 - Defined expected major outcomes
 - Defined course-level expectations

Expected outcomes of a SUNY Potsdam Anthropology Major first iteration (2005)

Required Outcomes

write a research paper
write a comparative paper
write an essay
write a book review
write a research poster
write resume
write a grant proposal
read and analyze articles from
professional journals
write a bibliography in
applicable professional
format
interpret qualitative data
interpret quantitative data
understand maps
understand charts and graphs
visit library
consider ethical dilemmas
give a speech/presentation
knowledge of the unfamiliar
experience with the unfamiliar

integration of at least two
subdisciplines
identify research question
study familiar behavior
anthropologically
learn field methods
use field methods
learn second language
understand role in language in
humans
understand bio-cultural
evolution
understand human prehistory
apply scientific method
history of anthropological
theory
understand how methods test
theories

Preferred Outcomes

use Blackboard
use Palm computing
develop web page
develop Powerpoint presentation
develop Powerpoint poster
take GIS course
use Excel
use Word
use Survey equipment (e.g. total station,
GPS)
use digital camera
use digital video
use voice recorder
attend professional meeting
present at professional meeting
intern
semester abroad
publish in journal (including *Collegiate
Anthropologist*)
teaching assistant experience
member of anthropological organization
(e.g Anthropology Club, PAEG,
Lambda Alpha)

Anthropology Department Assessment Evolution

- Departmental Self-Assessment 2004
 - Defined expected major outcomes
 - Defined course-level expectations
- Mapped outcomes to courses
- 2007 Graduate assessment
 - Matched individual transcripts to course grid

Example student assessment

Course number	Course name	Required outcomes																														
		write a research paper	write a comparative paper	write an essay	write a book review	write a research poster	write resume	write a grant proposal	read and analyze articles from professional journals	write a bibliography in professional format	interpret qualitative data	interpret quantitative data	understand maps	understand charts and graphs	visit library	consider ethical dilemmas	give a speech or presentation	field experience	knowledge of an other	cultural immersion	integration of at least two subdisciplines	identify research question	study ordinary behavior anthropologically	conduct "study-in-depth"	use a second language	understand role in language in humans	understand bio-cultural evolution	understand human prehistory	apply scientific method	history of anthropological theory	understand how methods test theories	
ANTC 320	X-Cultural Aspects Mental Health	2	1	2	1	0	0	0	2	2	2	2	0	0	2	2	2	0	2	0	2	2	2	2	2	0	0	1	0	1	0	1
ANTH 150	Human Sexuality	0	0	0	0	0	0	0	1	0	2	2	0	1	1	2	0	0	2	0	2	2	2	2	2	0	1	2	0	1	0	1
ANTH 160	Exploring Language	0	2	2	2	0	0	0	2	2	2	1	0	1	2	2	0	0	2	0	2	2	2	2	0	0	2	0	0	0	0	1
ANTH 201	Human Origins	0	0	1	0	0	0	0	0	0	2	2	1	1	0	0	0	0	1	0	0	0	2	0	0	0	2	0	0	2	1	2
ANTH 202	Cultural Anthropology	1	1	1	0	0	0	0	0	0	1	1	1	1	0	2	0	0	2	0	0	1	2	1	0	1	1	0	1	1	1	
ANTH 204	Archaeology	0	1	1	0	0	0	0	1	0	2	2	1	1	0	2	0	0	0	0	1	2	2	0	0	0	1	2	2	2	2	2
ANTH 345	Medical Anthropology	2	2	2	0	0	0	0	2	2	2	2	0	0	1	2	2	0	2	0	2	1	2	2	0	0	1	0	2	0	1	
ANTH 347	Humans, Disease & Death	1	0	1	1	0	0	0	2	1	1	1	0	1	1	1	1	0	0	0	1	1	0	1	1	0	1	1	2	0	2	
ANTH 350	Archi/Anc. Mex & Central America	0	0	0	0	2	0	0	2	2	2	2	1	1	1	1	0	0	2	0	1	1	1	1	0	1	0	2	1	1	1	
ANTH 360	Cultures/Mex & Central America	1	0	0	0	0	0	0	2	1	2	0	0	0	0	1	0	0	2	0	0	0	1	0	1	0	0	0	0	0	0	
ANTH 391	Theory & Method	0	0	2	0	0	0	2	2	2	2	2	0	2	2	2	2	0	0	0	0	2	0	0	0	0	1	0	2	1	2	
ANTH 392	Anthropological Teaching Methods	0	0	0	0	0	0	0	1	0	2	2	1	1	0	0	2	0	0	0	1	2	1	1	0	0	2	2	2	0	2	
ANTH 393	Professionalism in Anthropology	0	0	0	0	0	2	2	2	2	2	2	0	0	2	2	2	1	2	0	2	2	0	2	0	0	1	1	2	1	2	
ANTH 411	Anthropology of AIDS	2	2	0	0	0	0	0	2	2	2	2	0	0	2	2	2	0	2	0	2	2	2	2	0	0	0	0	0	2	0	
ANTH 480	Senior Seminar	2	0	0	0	0	2	0	2	2	2	2	0	0	0	2	2	0	0	0	2	2	2	2	0	0	0	1	1	0	1	
		11	9	12	4	2	4	4	23	18	28	25	5	10	14	23	15	1	19	0	18	24	19	16	2	5	13	9	21	7	21	

Anthropology Department Assessment Evolution

- Departmental Self-Assessment 2004
 - Defined expected major outcomes
 - Defined course-level expectations
- Mapped outcomes to courses
- Graduate assessment
 - Matched individual transcripts to course grid
- Program assessment

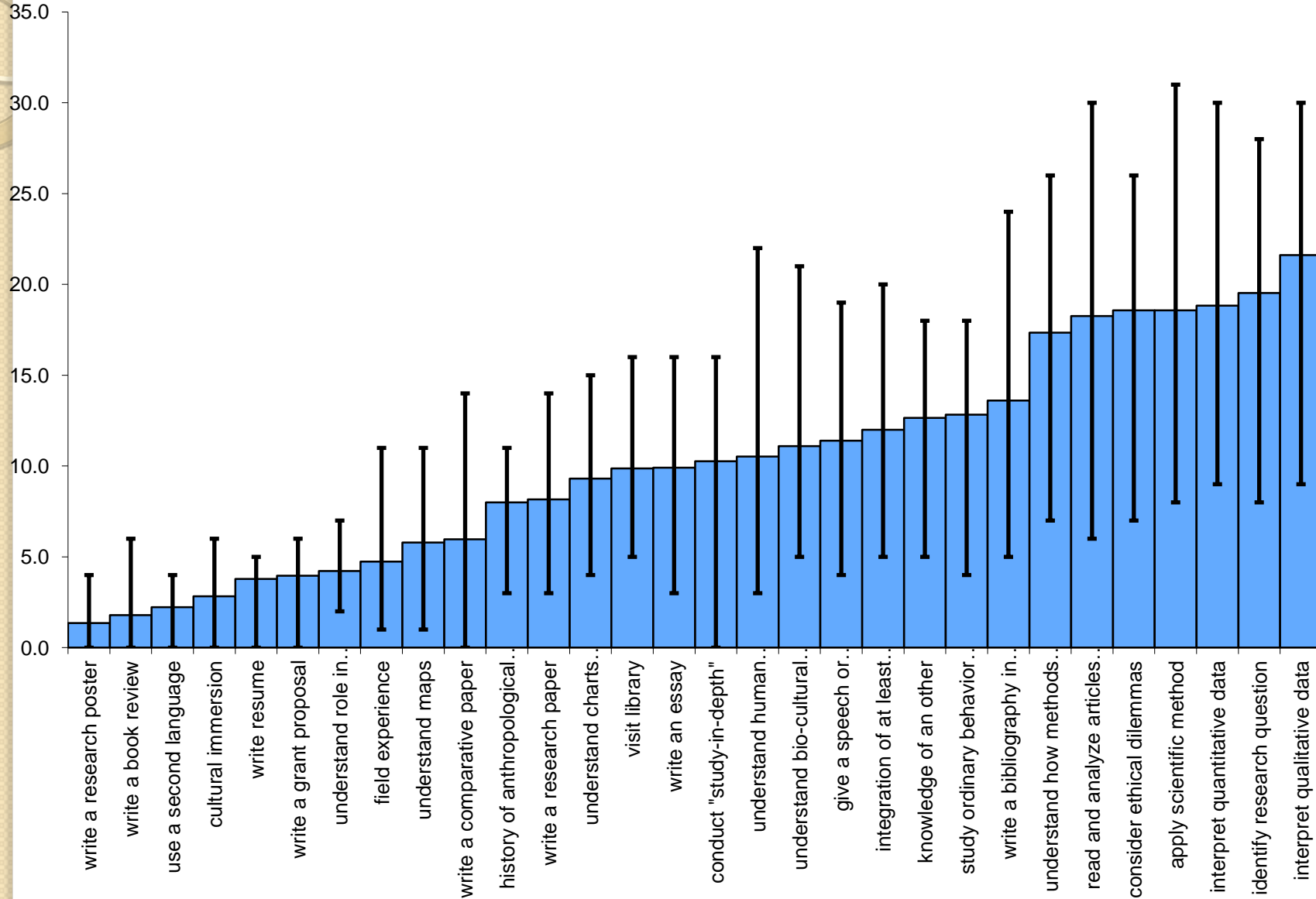
Program Assessment: Total 2007 Graduates Outcomes

Student number	Number of class scored	number of classes taken	number of unscored classes	write a research paper	write a comparative paper	write an essay	write a book review	write a research poster	write resume	write a grant proposal	read and analyze articles from professional journals	write a bibliography in professional format	interpret qualitative data	interpret quantitative data	understand maps	understand charts and graphs	visit library	consider ethical dilemmas	give a speech or presentation	field experience	knowledge of an other	cultural immersion	integration of at least two subdisciplines	identify research question	study ordinary behavior anthropologically	conduct "study-in-depth"	use a second language	understand role in language in humans	understand bio-cultural evolution	understand human prehistory	apply scientific method	history of anthropological theory	understand how methods test theories
1	15	16	1	14	10	11	2	2	5	5	25	20	26	23	8	9	12	21	14	6	16	4	15	25	16	15	2	5	10	12	23	11	21
2	15	21	6	10	7	8	1	2	4	4	22	17	25	23	8	13	9	21	12	5	13	3	9	22	13	9	3	5	13	16	24	11	21
3	15	17	2	12	9	13	3	2	4	4	24	18	26	23	7	12	12	23	14	8	16	4	13	22	15	11	3	5	16	13	23	10	18
4	10	12	2	10	3	6	0	2	4	4	14	12	17	17	4	7	5	15	10	5	7	1	5	17	10	10	1	2	5	8	14	6	15
5	13	17	4	11	9	16	2	0	4	4	20	14	22	14	3	7	13	19	14	6	13	5	15	20	13	11	2	2	8	7	16	8	16
6	7	11	4	4	1	7	1	0	4	6	11	8	12	10	5	7	6	13	8	3	5	2	9	12	8	4	1	5	6	6	11	5	10
7	12	12	0	7	5	11	2	1	4	4	15	11	21	18	6	8	12	19	10	4	15	2	14	18	12	9	2	6	12	9	18	7	17
8	13	15	2	6	6	8	2	0	4	4	17	12	22	20	5	11	10	19	8	4	12	2	12	21	14	10	3	5	16	10	20	9	18
9	8	8	0	7	5	8	1	0	4	4	12	9	15	11	4	6	7	15	7	3	10	5	10	15	12	8	1	3	6	5	10	7	10
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13	11	12	1	6	5	10	1	2	0	0	13	7	17	13	5	8	6	10	7	5	7	1	7	13	7	6	2	2	10	13	15	4	14
15	1	7	6	3	0	3	0	0	4	4	11	8	12	9	1	4	6	11	6	2	8	1	8	10	7	6	2	3	6	3	8	3	7
16	10	15	5	9	5	11	1	0	4	6	14	9	19	16	5	8	8	18	11	5	12	4	11	19	14	11	1	5	9	5	14	8	14
17	16	19	3	13	10	14	6	4	4	4	30	24	29	30	6	14	16	26	19	4	18	1	20	28	17	16	4	5	21	17	30	9	25
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21	12	13	1	6	7	10	2	0	4	4	16	13	22	17	4	8	13	19	12	3	17	5	14	18	16	11	1	4	10	9	16	9	15
22	15	17	2	6	6	8	2	2	4	4	20	14	24	23	5	11	9	21	11	6	12	3	11	21	12	9	4	6	14	11	20	8	18
23	16	19	3	10	8	11	4	2	4	4	23	18	27	24	4	9	14	21	15	1	17	0	18	23	17	15	2	4	12	9	20	6	20
25	18	25	7	13	8	10	3	4	4	4	27	21	30	30	11	15	13	25	15	3	17	1	17	28	18	15	3	7	19	22	31	11	26
26	16	20	4	14	6	12	0	2	4	4	21	16	26	20	11	11	10	21	12	5	17	4	12	21	14	11	3	4	10	15	22	11	22

Mean	8.26	09.9	1.8	1.3	3.8	4.0	18.3	13.6	22	18.85	8.9	9.3	9.9	18.6	11.4	4.7	13	2.8	12.0	19.5	12.8	10.3	2.2	4.2	11.1	10.5	18.6	8.0	17.3	
Minimum	3	0	3	0	0	0	0	6	5	9	9	1	4	5	7	4	1	5	0	5	8	4	0	0	2	5	3	8	3	7
Maximum	14	14	16	6	4	5	6	30	24	30	30	11	15	16	26	19	11	18	6	20	28	18	16	4	7	21	22	31	11	26

2007 Anthropology Graduates

2007 Anthropology Graduates



What we learned

- Re-evaluate outcome
 - Integrate information literacy
- Coordinate sections of same class
- Coordinate progression of courses
- Integrate with syllabi

2nd iteration Anthropology Outcomes with ACRL

Locate information

- 1.1.c. Explores general information sources to increase familiarity with the topic
- 1.1.d. Defines or modifies the information need to achieve a manageable focus
- 1.1.e. Identifies key concepts and terms that describe the information need
- 1.3.a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
- 2.1.d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
- 2.3.a. Uses various search systems to retrieve information in a variety of formats
- 2.3.b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
- 2.3.c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
- 3.4g. Selects information that provides evidence for the topic
- 2.4bc. Identifies and fills gaps in the information retrieved and determines if the search strategy should be revised

Read and think critically about a piece of anthropological literature

- 3.2b. Analyzes the structure and logic of supporting arguments or methods
- 3.2c. Recognizes prejudice, deception, manipulation or assumption

- 3.2d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

identify argument and thesis statement
evaluates validity and accuracy of source
identify methods used

Read and evaluate anthropological literature

- 1.1f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information
- 1.2a. Knows how information is formally and informally produced, organized, and disseminated
- 1.2b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
- 1.2c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
- 1.2d. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
- 1.2e. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
- 1.4a. Reviews the initial information need to clarify, revise, or refine the question
- 1.4b. Describes criteria used to make information decisions and choices
- 2.4a. Assesses the quantity, quality, and relevance of the search results

Understand maps: Identify variables as displayed on maps. Distinguish between different maps and the variables displayed on them. Locate places of interest (countries, capitals, geographic features, archaeological and anthropological study sites, etc.) on maps.

Understand charts and graphs: explain what data was used to create the chart/graph and what the interpretations are of the chart and graph

- 3.2a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
- 3.3a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
- 3.4a. Determines whether information satisfies the research or other information need
- 3.4e. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions

Create product

- 1.1b. Develops a thesis statement and formulates questions based on the information need
- 2.5be. Uses various technologies to create a system for organizing the information
- 3.1a. Reads the text and selects main ideas
- 3.3c. Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena
- 3.4c. Draws objective conclusions based upon information gathered
- 3.4f. Integrates new information with previous information or knowledge
- 4.1.c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance
- 3.1b. Restates textual concepts in his/her own words, selects data accurately and can paraphrase in text
- 3.1c. Identifies verbatim material that can be then appropriately quoted and can quote in text
- 4.3.a. Recognize that medium and format are audience-dependent.
- 4.3.c. Incorporates principles of design and communication
- 4.3.d. Communicates clearly and with a style that supports the purposes of the intended audience

Revised Anthropology Major Outcomes With ACRL

Write bibliography in an applicable professional format

- 2.5c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
- 2.5d. Records all pertinent citation information for future reference
- 5.3.a. Selects an appropriate documentation style and uses it consistently to cite sources

Learn to present information in a variety of formats

- write a research paper
- write a comparative paper
- 3.4b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
- write an essay
- write a book review
- write a research poster
- write a project proposal
- identifies a research question/hypothesis
- 1.3c. Defines a realistic overall plan and timeline to acquire the needed information
- 2.1a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
- 2.1b. Investigates benefits and applicability of various investigative methods
- 3.3b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
- write a resume

Visit the library

- 2.1c. Investigates the scope, content, and organization of information retrieval systems
 - 2.2a. Develops a research plan appropriate to the investigative method
 - 2.2c. Selects controlled vocabulary, keywords, synonyms and related terms specific to the discipline or information retrieval source
 - 2.2d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
 - 2.2e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
 - 2.2f. Implements a literature search using investigative protocols appropriate to anthropology
 - 2.5a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
- ## Specific to anthropology methods
- 2.2f. Implements research using anthropological research methods
 - 2.3d. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information
 - identify argument
 - 4.2. b. Reflects on past successes, failures, and alternative strategies

Consider ethical dilemmas

- 3.5a. Investigates differing viewpoints encountered in the literature
- 3.5b. Determines whether to incorporate or reject viewpoints encountered
- understands ethical issues of use of cultural and biological data
- 5.2.f. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
- 5.2.g. Demonstrates an understanding of institutional policies related to human subjects research

Technology skills

- 3.6b. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)
- 4.1.d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context
- 4.3.b. Uses a range of information technology applications in creating the product or performance
- 5.2.a. Participates in electronic discussions and communication following professional practices (e.g. "Netiquette")
- use Blackboard
- use Excel or other spreadsheet program
- use Word or other word processing program
- use Powerpoint or other presentation program
- use data analysis software (e.g. GIS, Ethnograph, Endnote, Stella)

3rd Iteration Anthropology Outcomes

Demonstrate fundamental anthropological knowledge

- explain the role that culture plays in human behavior and adaptation
- analyze culture change, culture contact and culture conflict on a local, regional and global level
- outline the different components of culture and how they interact
- analyze and interpret the components of language and the role that language plays in cultural interaction
- describe the eras and processes of human prehistory
- explain the basic tenets of biocultural evolution
- describe the history of anthropological theory

Access anthropological data and information

- explain how anthropological knowledge is organized and how format affects how it is accessed and evaluated
- identify appropriate anthropological databases, library catalogs, publications, data sets and other sources and evaluate information based on reliability, validity, accuracy, authority, timeliness, point of view and bias
- identify and articulate an appropriate anthropological research topic and the corresponding information need
- demonstrate an understanding of the ethical use of information
- interpret the visual data displayed in maps, charts, graphs, images and objects

Apply anthropological knowledge practically and theoretically

- integrate at least two anthropological subdisciplines
- study anthropologically one's own cultural practices, values and beliefs
- interpret some aspect of a culture other than the one's own for an audience of one's peers
- examine ethical dilemmas using anthropological principles
- interpret qualitative data
- interpret quantitative data
- apply anthropological method and theory to a contemporary issue or client's need
- design a study yielding primary data using anthropological methods

Create and disseminate anthropological knowledge

- formulate a hypothesis and evaluate the means of testing it
- choose a communication medium, format and style that uses appropriate technology and supports the purposes of the product, the audience and the setting
- critically and self-reflexively assess their position in the production of anthropological knowledge
- use recognized rhetorical techniques to support a thesis
- create well-structured and well-written documents that demonstrate the effective use of anthropological data and information and that use content, paraphrasing and quotations in a way that supports the purposes and format of the product
- cite sources using an appropriate documentation style
- construct well-crafted documents and presentations (such as book reviews, research papers and posters, grant proposals, resumes, annotated bibliographies, speeches) that effectively communicate professional and anthropological information

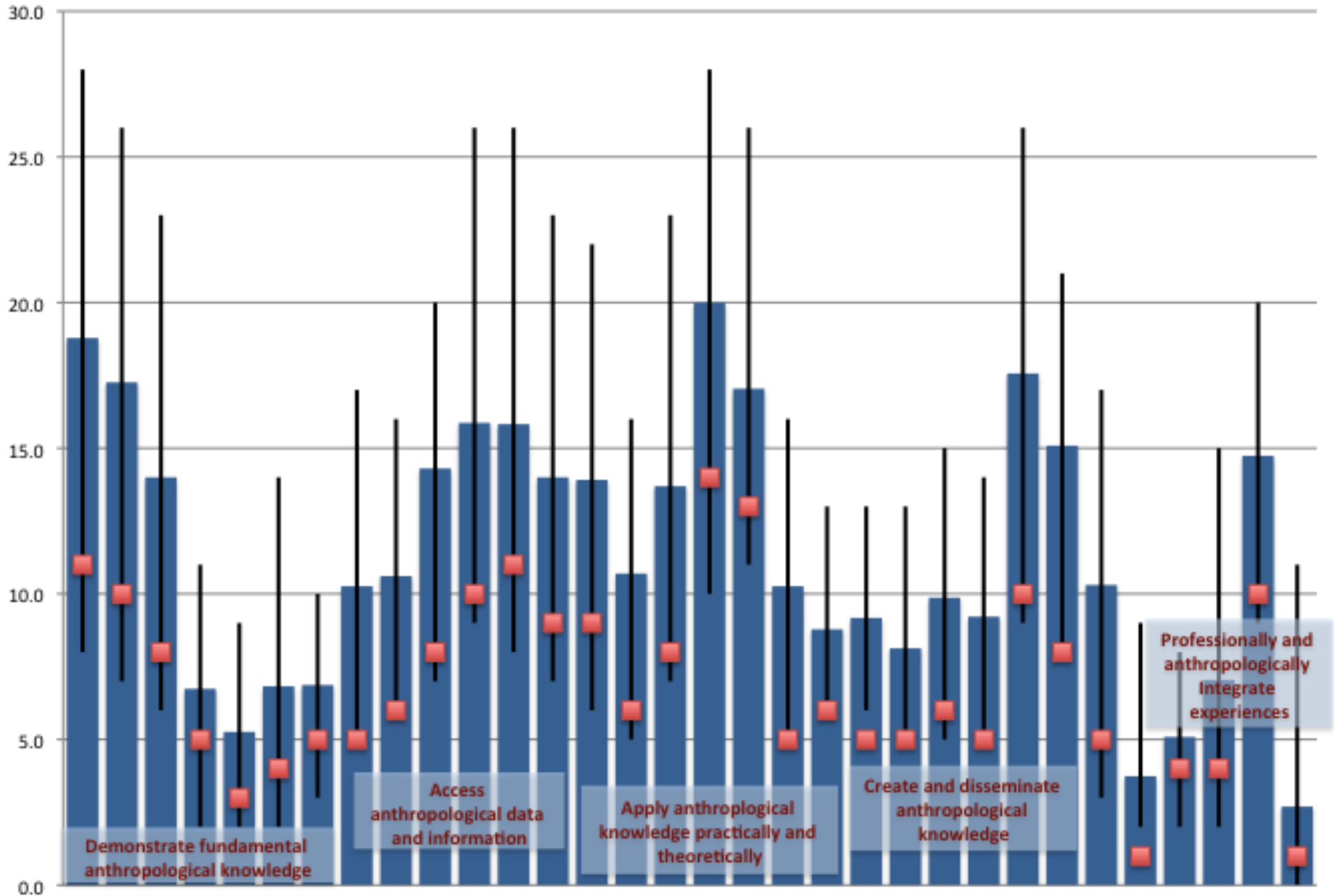
Integrate the experiences that will enable them to approach the world professionally and anthropologically

- read an anthropological case study of a culture other than their own and explain how the study adds to our understanding of the human experience
- read a book or report based on archaeological investigation and demonstrate how that work enhances our understanding of the past
- produce a reflexive evaluation of an interaction with members of a culture other than their own
- gather and analyze data using appropriate technology (for example, digital recorder, total station, GIS, NVivo, SPSS)
- demonstrate basic computer skills needed to find, create, apply and communicate anthropological information (for example, Word, Excel, PowerPoint)
- work 1:1 or in a small group with a faculty member on an independent study, project, internship or assistantship

2nd iteration of assessment (2008-2009 academic year)

- Departmental review of integrated outcomes
- Grid all classes on integrated outcomes
- Match significant outcomes in required classes with assessment tool
 - Identify assessment tool for each outcome
 - Determine criteria for *exceeding*, *meeting*, *approaching*, and *not meeting* standard
 - Aggregate class data (on a rolling basis)

2008-2009 Graduates



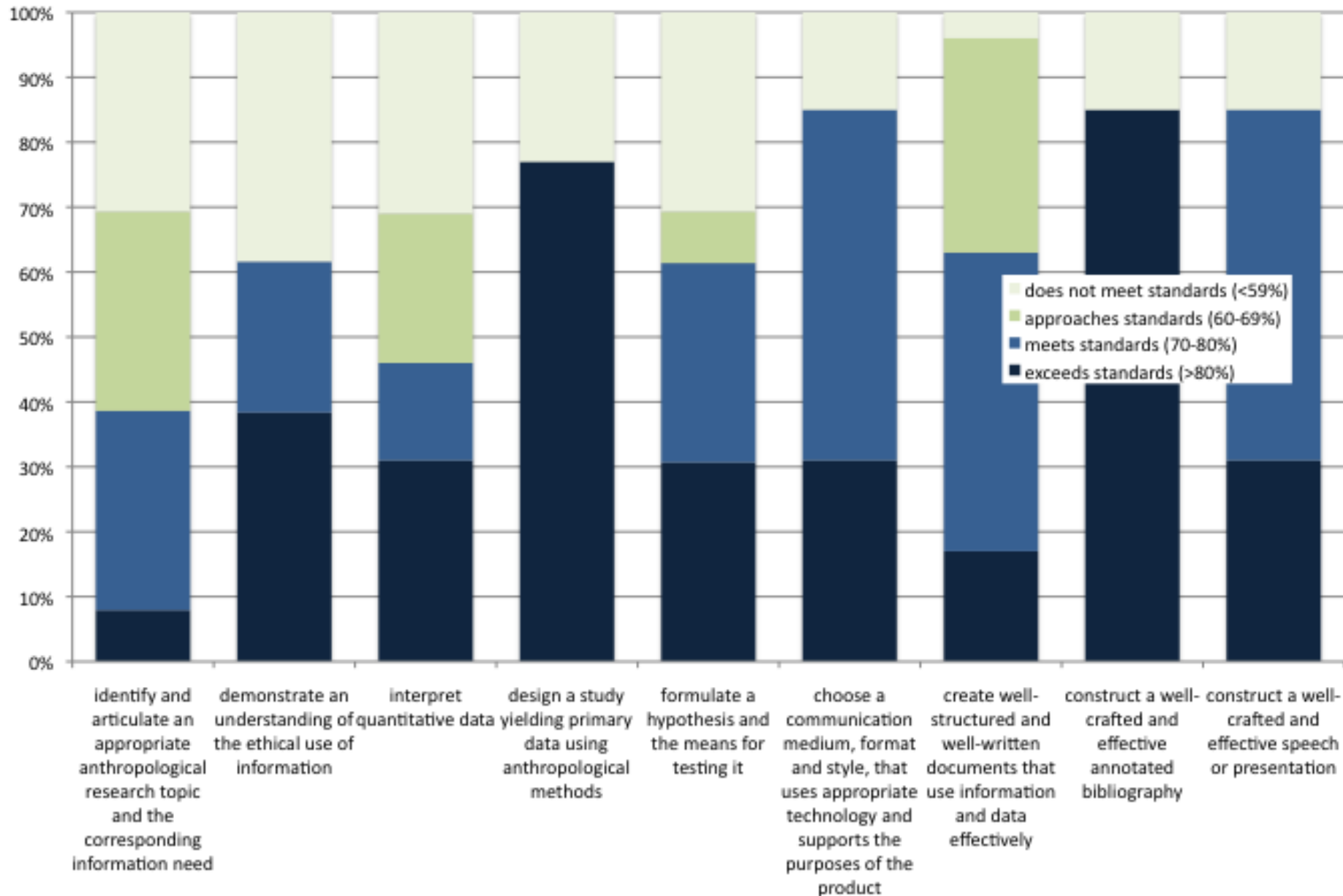
Example: Data Collection for Required Courses (Archaeology)

learning outcome	data source / assessment tool (provide examples and rubrics)	exceeds standards (>80%)	meets standards (70-80%)	approaches standards (60-69%)	does not meet standards (<59%)
explain the role that culture plays in human behavior and adaptation					
analyze culture change, culture contact, and culture conflict on a local, regional and global level					
outline the different components of culture and how they interact					
interpret visual data displayed in maps, charts, graphs, images and objects					
interpret visual data displayed in maps, charts, graphs, images and objects					
interpret quantitative data					

Theory and Method

learning outcome	data source / assessment tool (exemplars included)	% exceeds standards (>80%)	meets standards (70-80%)	approaches standards (60-69%)	does not meet standards (<59%)
identify and articulate an appropriate anthropological research topic and the corresponding information need	average of exercises 10, 14, 15	8	31	31	31
demonstrate an understanding of the ethical use of information	average of exercise 1, 11	38	23	0	38
interpret qualitative data	No instrument				
interpret quantitative data	average of Patterson archaeology exercises 1-5	31	15	23	31
design a study yielding primary data using anthropological methods	exercise 11; final project prep	77	0	0	23
formulate a hypothesis and the means for testing it	exercise 13; final project prep	31	31	8	31
choose a communication medium, format and style, that uses appropriate technology and supports the purposes of the product	average of 3 class presentations	31	54	0	15
create well-structured and well-written documents that use information and data effectively	final research proposal	17	46	33	4
cite using an appropriate documentation style	No instrument				
construct a well-crafted and effective annotated bibliography	exercise 12; final proposal prep	85	0	0	15
construct a well-crafted and effective speech or presentation	final proposal talk	31	54	0	15
demonstrate basic computer skills needed to find, create, apply and communicate anthropological information	No instrument				

ANTH 391 Theory & Method



other departmental assessment:

- students in ANTH 430 (Fall 2009) are collecting qualitative and quantitative data from junior and senior anthropology majors gauging mastery of the department goals and objectives; these students will present their report to the department

“closing the loop”

- each of the instructors who taught one of the previous semester’s required courses-for-majors will present their assessment data, rubrics and exemplars at one of our weekly department meetings for comment and discussion
- assessment is a “permanent” agenda item at the department retreat each semester
- the assessment process had prompted several (proposed) revisions to the major

3rd cycle of assessment (2009-2010 academic year)

- Evaluate 2008-2009 graduating class
- Match significant outcomes in required classes with assessment tool
 - Identify assessment tool for each outcome
 - Determine criteria for *exceeding*, *meeting*, *approaching*, and *not meeting* standard
 - Aggregate class data (on a rolling basis)

Next steps

- Continue required course assessment
- Determine course goals for numbers *meeting* and *exceeding* standards.
- Set goal “scores” for each outcome
- Setting up a system for collection, analysis, distribution, and discussion of results.

From scratch

- Identify mission
- Identify assessment coordinator or team.
- Identify learning outcomes, based on:
 - mission
 - current course offerings
 - aspiration goals
- Map outcomes to existing program
 - Identify assessment tools
 - Determine if existing program meets goals.
 - Modify course, programs, and/or expectations.
- Determine method and timeline for data collection and analysis.
- Determine how to share and use data.