**Major Assessment Report 2016 (Anthropology AY15-16)**

Please download this document and provide a response to each question in the appropriate section. Send your assessment reports to Dr. Angel Sanchez ([aansanchez@csufresno.edu](mailto:aansanchez@csufresno.edu)) in the Office of Institutional Effectiveness and copy Dr. Melissa Jordine ([mjordine@csufresno.edu](mailto:mjordine@csufresno.edu)). Please complete a separate report for each Bachelors and Masters program offered by the department.

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| 1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report. The G.E. Committee will issue a separate call for G.E. assessment reports.   SLO: Students will become familiar with basic methods used on archaeological/ethnographic research, and demonstrate the ability to apply those methods to solve given problems. (Goal 4)  SLO: Students will achieve competence in technologies used by anthropologists in collecting, managing, and analyzing data. (Goal 5) |
| 1. **What instruments (assignment) did you use to assess them?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the instrument (assignment) is able to measure the outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be “On outcome 2.3   Direct Measures:  1. Instrument: Field Tasks and observations will be evaluated by instructors. Students must pass the Anthro 101 blackboard methods quizzes and faculty will evaluate student’s paper work and abilities to accomplish archeological methods in the field.  Measure: For Goal 4, students should score a passing grade on the 101 blackboard  methods quizzes as well as a passing grade in the course.  Results: Although there were less than 15 students who took 101, all but one of them  passed the course.  2. Instrument: In Anthro 111 classes, faculty will evaluate student’s paper work and abilities to accomplish participant observation methods in the field. The assessment committee will review material collected and observations made by faculty to evaluate training methods in the field classes.  Measure: For Goal 4, students should score a passing grade on the observation  assignment (i.e., earning a 70% using the Department “field observation grading  rubric”).  Results: 100 percent of the 19 students in 111 passed this measure last year.  3. Instrument: Post questionnaire in Anthro 195, our capstone experience course.  Measure: For this assessment, we looked for mention of a field course or field  techniques in their reflection papers.  Results: For the 17 students in the class in Spring 2016, two mentioned field  experiences and three others implied them in there reflections. This measure was a  shot in the dark and has proven to be a poor indicator of Goals 4 and 5.  Indirect Measure  1. Instrument: Alumni Survey:  Measure: For this assessment, we planned to look for mention of the field courses or  field techniques in the opened ended portion of the survey.  Results: We have no results to date. The deployment of the new electronic version of  our Alumni survey has encountered a number of technical challenges we are  correcting. |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).   With regard to the ethnographic observation assignment, we were happy to find all students passing the minimal expectations. A similar assignment is given to non-majors in a GE course and the success rate is far lower for an overarching skill set: the ability to note the difference between the observed facts and the observer’s opinion of those facts. By this estimation, we argue that there is enough emphasis of this skill set in the majors’ field course whereas more may be needed for the GE course. |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   The largest influence this round of assessment will have is upon departmental “public relations”. We are working on our “story” as a department. It is a belief of the faculty that our field courses are an essential, unique and signatory feature of our program. And these courses are relatively “expensive” in that they are divided by specialization (of a program with only 80 majors) and require more “one on one” by faculty with students. Yet for all that effort, students do not seem to be appreciating it, as we would like.  Therefore, we are in the process of rethinking our assessments. We are also rethinking the courses in fieldwork we are offering. Our Archeology field classes have already gone through a major modification. The ethnographic classes are about to receive a similar rethink due to new faculty and the addition of internships and Service Learning courses in our program that may displace some of this. With the field schools receiving so much attention, the continued interest on this area by the assessment committee in warranted. |
| 1. **What assessment activities will you be conducting in the 2016-2017 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.   The primary activity the department of anthropology will be conducting regarding assessment this year is the writing of our new SOAP. With our Program Review just completed and the last year of our current SOAP realized in this report, we are in a great opportunity to rethink our direction. In addition to our Program Review and the yet to be solidified Action Plan, we will be holding a Departmental Retreat where we will not only confirm the direction of our department for the next 5 years, but sketch out how we will be measuring the success of this direction.  Additionally, it is our intention to embrace eportfolio assessment across the major this year. Implementation and training is of paramount concern at the moment.  Primary direct measures will involve eportfolio assessment. We will be looking to build baseline data regarding existing items in our SOAP that we will be transferring to eportfolio formats. The most significant measure will be the raw number of majors who have launched their “My Anthropology Journey” eportfolio, and loaded artifacts into it. A secondary measure will monitor the faculty acceptance of eportfolios. How many faculty will have embraced it and included eportfolio assignments in the majors courses they teach? Measurement of this will be relatively easy to monitor for a vantage point outside of the faculty member’s classroom. |
| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”   We do not have an approved Action Plan at this point.  Furthermore, our department is coming out of a number of transitions experienced in the recent past. In the past year, we received a new Department Chair, a new Assessment Coordinator (both James Mullooly), hired two new faculty and retired two other faculty. Our Program Review was just completed and half of our tenure line faculty is now brand new or with us for two years only.  Though daunting in some ways, our excitement at the unfolding future in bright.  We aspire to be an exemplar department with regard to eportfolio assessment and potentially eportfolio advising.  **Additional Guidelines:** If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) than please attach a copy of the rubric. If you administered a survey please attach a copy of the survey so that the Learning Assessment Team (LAT) can review the questions.  Appendix: Alumni Survey  Appendix: Field Observation Grading Rubric |