Anthropology Department-PSU- Assessment – April 17, 2019

A. History

The Anthropology Department has engaged in the formal assessment of student learning since 1999. At that time, then-Chair Marc Feldsman and faculty member Michele Gamburd developed the structure and process that the Department continues to use. We strove t
least intrusive procedure possible. We first implemented our assessment plan in 2002-2003 and have engaged in assessments during all subsequent academic years. The initial process pertained to the undergraduate curriculum. In 0(l)-3.3 (u)-0.71Wag4pj3svulwn ux-2 1esder in chr(s)7.3 (m)1.5 (ee)-6 (s)6.6 (s)-1.5 (ee)6.4 (

the five student work samples (qualitative evidence of student progress) and the instructor's grade

opportunities to investigate human biological and cultural diversity and to understand issues of social justice. In these ways, our undergraduate goals dovetail with all of PSU's Campus Wide Learning Outcomes.

2. Curriculum Experiences/activities Designed to Meet Learning Outcomes

Through their class activities, students in anthropology courses at PSU gain experience (as evidenced in their work samples) to meet our learning goals. For example, instructors regularly assess students' abilities to meet our communication goal by assigning students exercises to write essays; craft tables, charts, graphs, and maps; and make oral, visual, and video presentations. Instructors also assess these "communication" materials for evidence of critical thinking and inquiry. To demonstrate their competence in research, undergraduate and graduate students are required to engage in anthropologica04re;(h)2 (e)-3 (c)9 (e)-3 (s)-1.3 (.)1 U ande gd(q)2.3 (u)ates mnst tkre atlestope ese(c)-1.9 (h)2.2 ( )10.6 (n

throughout the year, and discuss the materials at a meeting in the spring. Reports of our assessment

library. These examples show how our assessment activities have improved classroom instruction and student learning.

<u>7. Provide examples on ways the program has used assessment findings to review, evaluate, and modify the curriculum.</u>

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Appendix V.1   Learning Goals, Anthropology, Undergraduate Program

Appendix V.2   Learning Goals, Anthropology, Graduate Program

Anthropology Department Learning Goals
Skills and Competencies
June 2017

Introduction

Anthropology studies human biological and cultural diversity through time and space and the interplay between culture and biology. It encompasses our closest relatives and the human experience from our earliest known bipedal ancestors to the modern world, from the smallest human groups to empires and multinational corporations. Anthropologists deal with prehistoric, historic, and contemporary peoples and with such topics as human evolution, subsistence and settlement systems, family, urban development, transnationalism, globalization, social conflict, gender, symbolic systems, and human ecology. Anthropologists apply the knowledge gained from diverse theoretical perspectives to practical human problems in settings such as health care, educational development, and natural and cultural resource management, among others. As scholars, we are committed to the highest quality teaching in the classroom and the field; to ongoing research both in Portland and abroad; and to active engagement in wider university and community programs.

The curriculum in anthropology is designed to develop an understanding of human life from these various perspectives. It does this by providing, both in general survey courses (Anth 101, 102, 103) and in its departmental major program, a balanced view in terms of the anthropological subfields of biological anthropology, archaeology, linguistics, and socio-cultural anthropology. The departmental major program is of benefit to the liberal arts student in providing the most broadly based view of human adaptation, variation, and achievement. A variety of ethnographic courses is offered for persons with particular regional or area interests, such as East Asia, South Asia, Latin America, and the Pacific Northwest. Finally, the major provides the necessary general anthropological background for those interested in graduate study in the discipline.

Undergraduate Program Learning Outcomes

1.

Anthropology Department Graduate Program Learning Goals
Skills and Competencies
September 2017

Introduction

Anthropology studies human biological and cultural diversity through time and space and the interplay between culture and biology. It encompasses our closest relatives and the human experience from our earliest known bipedal ancestors to the contemporary world, from the smallest human groups to empires and multinational corporations. Anthropologists explore the lives of prehistoric, historic, and contemporary peoples and address such topics as human evolution, subsistence and settlement systems, family, urban development, health, transnationalism, globalization, social conflict, gender, symbolic systems, and human ecology. Anthropologists apply the knowledge gained from diverse theoretical perspectives to practical human problems in settings such as medical care, educational development, and natural and cultural resource management. As scholars, we are committed to the highest quality teaching in the classroom and the field; to ongoing research both in Portland and abroad; and to active engagement in wider university and community programs.

The graduate curriculum in Anthropology is designed to develop an understanding of human life from these various perspectives. It does this by providing graduate level overviews of three subfields of the discipline in the Graduate Core Seminars (Anth 511, 550, and 570). Students specialize in an area, developing professional competency in one or more of the subfields of biological anthropology, archaeology, or socio-cultural anthropology. During five terms of course-work, students take classes in anthropology and other disciplines related to their fields of study, learning content as well as methodology. In conversation with their faculty advisers, students develop a proposal for a research project or an applied research project, execute the project, write a thesis about the project, and defend the thesis publically. By the end of the program, students will display mastery in the following areas:

Graduate Program Learning Outcomes

1.

chosen presentation milieu, which may include research proposals, reports, applied deliverables, and a graduate thesis.

b. **Numeracy**. Students will design and develop tables, charts, graphs, and maps and present scientific data through appropriate means of scientific illustration. They will choose and employ appropriate software to generate these materials.

c. **Oral, visual, and video presentation**. Students will demonstrate mastery in presenting information orally (with and without visual support such as PowerPoint), visually, and/or in video format. They will understand how to target their communications for specific audiences, including specialists and non-specialists. They will be able to facilitate discussions and work in groups.

d. **Ethics**
   i. Student writing will illustrate the appropriate format for citing referencing primary and secondary source material. Students will understand and apply the principles of academic honesty codified in the Anthropology Department's Statement on Academic Honesty.
   ii. Students will evaluate the effects of their communications, particularly regarding impacts on the groups of people being represented.

2. **Critical thinking**. Students will show mastery of analytic thinking. They will be able to evaluate the reliability of their sources and place them within intellectual traditions. They will be able to deploy evidence to support or refute arguments, choose theoretical frameworks to analyze data, synthesize materials from different sources, and craft, critique and evaluate conclusions.

3. **Professional competence and conduct**. Students will have mastery over the materials related to their subfield and other disciplines relevant to their work, and they will exemplify professional demeanor in their interactions with their peers, their clients, and the public.

a. Students will illustrate mastery of anthropological ontologies, demonstrated by passing the Core Seminars in anthropological theory (Anth 511, 550, and 570) and selecting and employing a set of theories in their thesis.

b. Students will show mastery of anthropological methods as appropriate to their chosen subfield, demonstrated by applying skills from one or more methodology courses to generate and analyze primary data for their thesis and/or other presentations, deliverables, or reports.

c. Students will demonstrate an understanding of how the interplay between theory, research questions, methods, and data shapes our knowledge and/or interpretations of the human past and present.

d. Students will show they understand the relevance of anthropology in and to contemporary public issues and engagement.

e. Students will know how to apply their anthropological skills and knowledge in professional settings.

i. Students will know how to conduct themselves responsibly in educational and professional settings when presenting, teaching, and doing research.
ii. Students will show mastery of goal setting, efficiency, time management, and effective communication skills
iii. Students will develop interpersonal skills and etiquette such as the ability to interact appropriately and ethically in group work and community engagement.

4. **Research.** Students will show mastery of research in the following modalities
   a. **Library research and information literacy skills**. Students will demonstrate the ability to identify the parameters and key concepts and theorists in a learning community or intellectual discourse; locate information using library resources (search engines, key words, Boolean operators); and write a literature review. They will assess the quality, relevance, usefulness, reliability, and validity of information gathered from scholarly and other sources.
   b. **Research design and methodology**.
      i. Students will show mastery of the skills needed to conceptualize and implement an independent research project with a minimum of supervision and direction.
      ii. Students will apply their knowledge to craft appropriate research questions, perform original research, generate primary data, and analyze the resulting information.
      iii. Students will select and employ methodologies appropriate to the task; these methods may include qualitative research methods (e.g., interviewing skills, focus group facilitation, fluency in a foreign language, and mastery of analytical software such as NVivo, MaxQDA, and Atlas.ti) and/or quantitative research methods (e.g., statistical and special analysis and mastery of associated software (SPSS, GIS)).
   c. **Research ethics**.
      i. Students will show that they understand and can apply in practice the American Anthropology Association's Principles of Ethical Responsibility and its three main principles: 1. Do not harm, 2. Be open and honest regarding your work, and 3. Obtain informed consent and necessary permission.
      ii. Students will demonstrate the ability to identify and mitigate ethical risks when dealing with archaeological materials and human and animal subjects.
      iii. Students will understand and be able to apply professional, legal, and ethical codes in the conduct of development, resource extraction and delivery, and other business, NGO, and governmental activities associated with the utilization of anthropological data.

Appendix V.3   Curriculum Map, Anthropology, Undergraduate Program

Appendix V.4   Curriculum Map, Anthropology, Graduate Program

301 (WC)   I, R, A   I, R, A

318 (SC)	R, A	R, A	R, A	I, A	I, A
430 (SC)		R, M, A	R, M, A	R, A	R, A
435 (SC)		R, M, A	R, M, A	R, A	R, A
314 (TA)	I	I, R, A	I, R,A	I	I, R
370 (MC)	I, R	I, R	I, R, M, A	I	I, R, A
376 (MC)	I, R	I, R, A			

ANTHROPOLOGY DEPARTMENT Graduate Program

560: Public Arch (VB)	M,A	M,A	R	M,A
518: Env'l Anth (JS)	M	M	R	R
514: Cult and Ecol (JS)	M	M	R	R
525: Med Anth (JA)	M	M	R	R
532: Gender (JA)	M	M	R	R
526: Trans & Migr'n	M, A	M, A	R	M, A
532: Gender (MG)	M, A	M, A	R	

Appendix V.5

1. . Students will master communication in a number of modalities
   a. .
      i. Students should be able to understand academic articles and know how to integrate information from them appropriately and accurately into their own writing.
      ii. Students should be able to write well. Their skills in this area should include, at a minimum, the ability to craft a well-structured argument, appropriately create and use introductions and conclusions, write paragraphs with topic and summary sentences, and reliably and accurat

Goal: Communication	Excellent	Good	Needs work	No basis to judge
a. Writing				
b. Numeracy				
c. Presentations				
d. Ethics and Audience				

Goal: Communication	Excellent	Good	Needs work	No basis to judge
a. Writing				
b. Numeracy				
c. Presentations				
d. Ethics and Audience				

Appendix V.6   Example Assessment Report, Critical Thinking Goal

ANTHROPOLOGY DEPARTMENT ASSESSMENT PROGRAM
Spring Assessment Report: Graduate Core Seminars and Critical Thinking Goal
Monday June 11, 2018, 11:00 AM to 1:00 PM, Cramer Hall 41

Present
> Virginia Butler (Archaeologist)
> Melanie Chang (Biological Anthropologist)
> Michele Gamburd (Socio-Cultural Anthropologist)
> Charles Klein (Socio-Cultural Anthropologist)
> Jeremy Spoon (Socio-Cultural Anthropologist)
> Mrinalini Tankha (Socio-Cultural Anthropologist)
> Natalie Vasey (Biological Anthropologist)
> Doug Wilson (Archaeologist)
> Janelle Voegele, Director for Teaching & Learning, and Assessment, OAI

Accomplishments
>   In preparation for our upcoming Academic Program Review, an external review of our program scheduled for 2019, this spring the faculty in the Anthropology Department who teach graduate-level core seminars gathered to discuss several years' worth of syllabi in light of our critical thinking goal. Our data consisted of two syllabi apiece for each of our Core Seminars (Anth 511: Core Seminar in Social and Cultural Anthropology, Anth 550: Core Seminar in Archaeology, and Anth 570: Core Seminar in Physical Anthropology). All of our graduate students take at least two and usually all three of these seminars. Janelle Voegele, Director for Teaching & Learning, and Assessment in the Office of Academic Innovation

Once each group had discussed their syllabi and assignments and put their post-it notes onto the critical thinking sheet, we left our subgroups to work together. Representatives from each small group told members of the other groups about the assignments that they were considering and how they felt that each assignment fulfilled one or more of elements of the critical thinking goal. We discussed the pros and cons of the assignments.

The gathered faculty were interested to observe some strong similarities across the Cores. We spoke about how we get students to engage with the readings. Some faculty provide discussion questions that students either responded to online or talked about in class; others ask student discussion leaders to come up with those questions themselves. Some faculty provide assignments (e.g., journal entries) that explicitly require students to synthesize material, compare the current reading with other readings, and critique the theories and positions being read, whereas other faculty hope that discussion leaders will prompt classmates to explore those intricacies. We discussed what we thought did and did not work well, probing the question of how much structure to provide through instructor input and how much to let the students formulate for themselves. Janelle Voegele noted that research in education suggests that newcomers to a field may experience the incoming information as a "kaleidoscopic flux," and that adult learners appreciate receiving some structure and feedback from the instructor to facilitate their understanding.

In the courses that require midterms and finals, students had the opportunity to trace intellectual lineages, synthesize and critique materials, and show their mastery of content.

Discussing how to assure satisfactory experiences and outcomes for graduate students in mixed 400/500 level courses

Taking advantage of services offered through OAI to craft some videos (to show in all of our Cores, and/or to post online) r4(sR5r to)] TJETQ0.00000912 0 62 792 reW*nBT/F312